

The NATION'S SCHOOLS

DEVOTED TO THE APPLICATION OF RESEARCH TO
THE BUILDING, EQUIPMENT AND ADMINISTRATION OF SCHOOLS

VOLUME IX

JANUARY, 1932

NUMBER 1

What Needs to Be Done Now in American Education

*There is outlined in this article work
for a decade in educational experimen-
tation, testing, evaluating and selecting*

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AMERICA is engaged in the most far-reaching experiment in popular education that the world has ever witnessed.

Oliver Wendell Holmes observed that the greatest thing in the world is not so much where we stand as the direction in which we are going. It is highly significant and praiseworthy that there is so much criticism of all phases of our educational program in both the professional and the popular press. It indicates that our keenest thinkers are alive to the vital problems that face us in this great educational experiment, that they are profoundly concerned with the direction in which we are going.

Modern educational practice is of such bewildering complexity that no one man is longer competent to master it in all of its aspects. Instead, in the first three decades of the twentieth century we have developed educational specialists, in educational history, in administration, in educational statistics and tests, in collegiate organization, in teacher training, in curriculum revision, in teaching method and in other fields. What is the opinion of such specialists regarding desirable advance steps in educational progress in this decade?

To obtain a composite answer to this question, each member of the faculty of the school of education of Stanford University was asked to suggest

the three most important or the very important next steps in educational progress during the next decade. It is the object of this article to classify, coordinate and amplify these suggestions as to the direction in which we should be going, educationally.

Suggestions Grouped Under Twenty Heads

It is indicative of the diversity of modern education that of twenty-nine suggestions received only three or four represented actual duplications. It has been possible to condense and combine related although not identical suggestions into twenty divisions, which may be classified in five general groups as follows: administration, teacher training, curriculum, method and professional organization. The major suggestions will be discussed under twenty heads.

1. The provision of a more nearly adequate and suitable means of financing our entire educational program.

In spite of many criticisms from taxpayers' leagues and similar organizations, it is not likely that we are paying an excessive total amount for public education. According to the latest available data, only 2.74 per cent of our national income is spent for all types of public education. This amount is not excessive. Public education is an

excellent investment, paying rich dividends, and it is worth all its costs and more. There is need, however, for a readjustment and equalization of the tax burden.

There is an old dictum that the two most certain things in the world are death and taxation. No way has yet been discovered by which either can be avoided. Taxation, however, can be modified and adjusted, if not escaped. We need a source of revenue, dependable and adequate, which will relieve personal property and real estate of excessive burdens. This may be a sales tax, an income tax, an inheritance tax or other forms of taxation or a combination of them. We need equitable taxation units and a pooling of tax resources to permit greater equality of educational opportunity. We need state equalization funds. Under modern conditions no community can live in isolation. The tax money of the state should be available on a basis of equality for the children.

How to Choose a County Superintendent

2. The adoption of a much larger and more efficient unit of educational organization, with professional administration and supervision of the schools therein.

In most cases this will probably lead to choosing the county as the most logical unit of efficient supervision and administration. When the county superintendent is no longer of necessity chosen politically from the relatively narrow range of ability represented by local residence; when he is chosen on a professional basis from the entire state or country; when he is given administrative authority and salary commensurate with that of the city superintendent, we shall have taken a tremendously long and important step forward. No other single feature would do as much to solve the much discussed problem of rural education.

The average salary of a county superintendent in California is \$2,700; of a city superintendent, \$5,900; of the chief deputy superintendent in a county, \$1,500; in a city, \$4,400. Our present district system is an outgrown relic of the days of slow transportation and often impassable roads. Each tiny local community was necessarily an isolated unit. Good roads, automobiles, telephones and airplanes have caused the size of the country to shrink astonishingly in a generation. In many cases adequate county supervision may be easier, quicker and more efficient than was city supervision a generation ago. We cannot afford much longer to employ an oxcart educational organization in an airplane civilization.

3. The selection and training of outstanding school administrators.

The average school administrator of yesterday

just happened. The average school administrator of to-day has learned his job in the slow and wasteful school of experience. The more efficient school administrator of to-morrow will have a better background of specific training for his work and a thorough knowledge of underlying principles; he will have made a careful study of all phases of scientific administration and in addition will possess apprenticeship experience.

One of the great forward steps to be taken by university schools of education in the next decade will be a reorganization of their courses of study to train more specifically school executives, research specialists and college instructors, leaving the preparation of elementary and high school teachers to the teachers' colleges. With the development of the county unit or a similar larger unit of real professional administration will come the need and the demand for twice as many trained educational executives as there are at present.

4. The extension and democratization of public junior colleges.

The fundamental reason for the development of the junior college has been democratization of educational opportunity beyond the high school level. The state has an obligation to provide higher education which can be discharged more efficiently and more universally in decentralized local units than when concentrated in a single large university. Many a student is unable to attend his state university on account of distance, immaturity, expense or lack of entrance credits. The junior college provides an opportunity for real college education for thousands of such young men and young women who otherwise would be denied this democratic opportunity. To go to college is the great American ambition and is rapidly becoming the great American habit, thanks in part to the encouraging spread of the junior college.

The Present Status of the Junior College

Although there are over 400 junior colleges with over 75,000 students, the junior college is commonly recognized to be yet in its infancy. Even in California, where it has had its greatest development to date, with about fifty institutions, the number is far from adequate and existing institutions are not equitably financed. As a corollary to the growth of the junior college, there is likely to occur in many cases the abolition of the lower division (the freshman and sophomore years), of the state universities, in the same way that the academies or preparatory departments which were an integral part of many such an institution a generation ago, have vanished with the development of the modern high school.

5. The adoption of the simplified calendar of thirteen equal months.

An important step in simplifying educational administration and placing it on a more scientific basis will come with the adoption of the thirteen-month calendar. The school month, for educational purposes, is exactly four weeks in length, but for many business purposes it is compelled to follow the shifting calendar months. Joy Elmer Morgan, editor of the *Journal of the National Education Association*, has said: "It would mean that in managing education, which is a great business involving three billions of dollars' expenditure annually, we could have comparable units of a given period this year with a given period last year, so that we could get the true facts of this great human business."

How 13-Month Calendar Would Help Schools

Scientific school administration demands exact knowledge of costs, attendance and similar features. This is unnecessarily difficult if not impossible under the irregularities of our present crude and erratic calendar. Vacations, examinations, holidays and commencements are shifted constantly in an effort to keep pace with a varying calendar, with resulting confusion and lost motion on the part both of the school and of the public. Under the proposed plan, holidays would always fall on the same day of the week, and a school month would always coincide with the calendar month.

6. Securing adequate salaries for teachers.

This has been an essential factor in the past and doubtless will continue to be so for many years, particularly in some parts of the country. Fortunately there is not now such a crying need for extensive change in this respect in many places as was the case a decade or more ago. Notice the phrasing, "adequate salaries." This does not necessarily mean increased salaries, although in most cases it probably does at present. "Adequate" means that the salary shall be appropriate to the job. It has an exceedingly important corollary, however—that the teacher shall also be adequate to the job. Better salaries imply better prepared teachers to earn them. This naturally leads to the next group of forward steps, those having to do with teacher training.

7. Reform in selection, training and certification of teachers to ensure proper preparation and to control the supply.

To-day in many parts of the country there is a surplus of teachers. There is not, however, a surplus of properly selected, thoroughly trained and adequately qualified teachers. Shaw's epigrammatic characterization, "Those who can, do; those who

cannot, teach," never more than partially true, must be proved entirely false. The intricate, human business of education needs the most skillful personnel that the world affords. Much more careful selection of candidates for teacher training institutions is desirable. Better methods must be developed for measuring intelligence, personality, character, health and teaching aptitude if the best candidates are to be selected. To this smaller number of more rigorously selected individuals, superior training must be given, together with suitable certification to guarantee continuous professional growth in service. It is wrong to train an oversupply of teachers for positions that do not exist.

8. Revamping the whole program of teacher training in terms of skills to be attained rather than credits to be earned.

This proposal may seem revolutionary. It suggests the ultimate abandonment of credits, units and hours in teacher training institutions and requires that their product instead shall be measured in terms of real teaching ability. The first move in this direction, which must be preliminary to the step itself, will be to refine our definitions and measures of real teaching ability. It is significant, however, that the University of Chicago has so recently announced a similar plan for the entire university. As soon as satisfactory definitions and determinations of adequate medical, dental, legal and teaching skills are evolved, it will be possible to take the suggested step away from the artificiality of credits and units.

Suggested Changes for the Curriculum

Coming now to our third group, we find five rather distinct but somewhat related steps suggested under the general heading of curriculum.

9. The classification of fundamental principles and functions of the high school, junior college and university.

This is essential to all real progress in curriculum improvement. Until we can secure clear-cut, definite agreement upon the fundamental principles and functions of the high school, the junior college and the senior college or university, it is futile to expect much real progress in constructing curricula suitable for them. Too much curriculum revision has resembled the cattle of the plains when milling at round-up time. They keep in constant motion and stir up plenty of dust, but true forward motion is not discernible. Why do students go to high school, to college, to the university? Are the high school and the junior college essentially preparatory institutions, or are they terminal in nature, or both? Can a curriculum be constructed to fit both functions, and others?

10. The revision of the curriculum to eliminate

outgrown material and development of a unified curriculum from the kindergarten through the junior college.

Developing civilization presents ever growing and ever changing needs. The course of study must be constantly revised and unified if it is to keep up with developing social needs. Material once placed in the curriculum has a tendency to remain there whether it is still needed or not. No school subject has any vested rights. Methods and material that are outgrown should be discarded. What remains should be unified and coordinated throughout the whole school system. Unnecessary duplication and overlapping should be eliminated. New material and modern methods demanded by the civilization of to-day and of to-morrow must be introduced and properly integrated. The excellent work along this line recently accomplished in California—in San Francisco, Sacramento and Pasadena—augurs well for similar forward steps in many other progressive communities.

11. Application to the college curriculum of procedures now being tried in elementary and secondary schools.

College courses in too many instances have been dictated by tradition and not by social usefulness. The university has laid a heavy hand of "requirements" on the high school instead of working hand in hand with it for the common good. An application to the college field of the criteria of social usefulness in curricular matters should result in a liberalizing attitude on the part of the college and the university toward progressive educational experiments in the lower schools, with probable benefit to all concerned.

Does the School Prepare for Life?

12. The determination of the relation of the school to life, with the resulting effect on vocational guidance.

This suggestion is closely related to a preceding one (No. 9), but has distinct vocational implications. For instance, what is the object of the high school? Is it primarily preparation for life or is it preparation for the next educational unit? On the reply depends to a considerable extent a working conception of vocational guidance. There has been much discussion of guidance in the past decade and some semisuccessful practice of it. An important forward step that must be taken in the next decade, however, is to establish not only a more clearly defined conception of its function but a better working, concrete system of usefulness.

13. A fuller development of the field of adult education.

We are only beginning to realize the potentialities in the vast field of adult education. "Why stop

getting educated?" is being asked the country over. Commencement is beginning to take on its true meaning—the beginning and not the end of true education. The alumni university, extension courses, workers' education, continuation schools, moonlight schools, the university of the air suggest movements fraught with tremendous possibilities for raising the cultural level of the entire community, which have as yet scarcely been more than initiated. Syracuse University, Syracuse, N. Y., recently announced an alumni reading course under the direction of Will Durant, author of "The Story of Philosophy," who claims that if an individual will give him seven hours a week for four years, "he shall be better educated than any new-fledged Doctor of Philosophy in the land." The development of the radio and the library and the increase in the amount of leisure time available in a superefficient machine age, create a challenge for a countrywide educational organization that will include 100 per cent of the population instead of the 25 or 30 per cent that has been the chief concern of educators in the past. The educational problem of to-morrow may thus be four times as great as that of to-day.

Stressing Character Education

14. An increased emphasis on character education.

The home and the church, unfortunately but none the less truly, do not have the influence on child character that they once had. They are losing their grip. When communities were smaller, families more isolated, outside amusements less universal, obedience, reverence, courtesy, honesty, fidelity and virtue were more frequently inculcated in the home. Millions of children to-day are growing up with little or no Sunday school training. If the confused moral issues of the social and political life of to-morrow are to be met by persons of sound character and clear intellect, it will be because the school has added the responsibility of character education to that of physical and mental education. Valuable investigations are being made at Yale University. Noteworthy classroom work is being done in the public schools of Denver, Colo. Many other schools must follow their methods or improve upon them. The 1932 Yearbook of the Department of Superintendence of the National Education Association will be devoted entirely to this critical question of character education.

We turn next to a group of five suggestions classified under "Method," although the first two go behind method to the discovery of fundamental principles upon which improvement in method may be based.

15. The development of systems of instruction

based upon objective studies, with emphasis upon the activity principle, teaching practice and treatment of children pedagogically.

We have depended too much upon speculative systems of method in our school work. As rapidly as possible these should be cast overboard and be replaced by systems of instruction that are firmly based upon objective studies. We need substitution of knowledge for opinion. Some one has said that the trouble with teachers is not that they know too much, but that they know so many things that are not so! We need much research on the part of students of education to determine with confidence what things are really so. We need a greater emphasis on teaching practice, on measurement of results, on treatment of children in accordance with proved pedagogic principles. We need to study ways and means by which the "activity" principle and the child centered or student centered idea, now most successfully exemplified in some of the smaller private experimental schools, may be adapted for use in the larger, more democratic and heterogeneous school system.

16. The investigation of the principles of complex learning of the school type, rather than of the laboratory type.

Our present psychology of learning is based almost exclusively upon animal learning and the simplest kinds of human learning. It is time for us to attack more complex human functions and to formulate a psychology of learning of the more complex types which characterize actual learning conditions in the schools. It is time to substitute a complete complex child psychology for the simpler "guinea pig" psychology as a basis for the learning process.

Are Teachers Adequately Trained?

17. The improvement of college and university teaching methods.

College teaching has been particularly under fire during the past few years. It is said that our best teaching is found in the kindergarten, and that it grows progressively poorer as the child advances up the educational ladder, until the poorest teaching of all is found at the top—in the university. Like many such sweeping generalizations, this can be disputed, but unfortunately it has too many elements of truth in it for educational comfort.

"What do you know?" not "How can you teach?" has been the primary question asked of the prospective university instructor. The naïve assumption that knowledge of subject matter necessarily implies skill in presentation and knowledge of teaching methods must be abandoned. High school and elementary teachers must have many profes-

sional courses in education. Why does not the college teacher need them also? A few universities are beginning to offer courses on college teaching.

The next step needed in educational progress is that college and university teachers shall be at least as well prepared professionally as those teaching in the lower units of the educational system. Such a requirement is now made for all instructors in the junior colleges of California. Should instructors of freshmen and sophomores at the University of California, where perhaps more rather than less skill is called for, be less adequately prepared? The Association of American Colleges has recently launched an extensive program of study of college teaching methods and of means to improve college teaching. Hopeful experiments are in progress at Yale University, Harvard University, the University of Minnesota, the University of Wisconsin, the University of Oregon, Antioch College, Yellow Springs, Ohio, Rollins College, Winter Park, Fla., Stanford University, Swarthmore College, Swarthmore, Pa., and other institutions.

Developing Libraries and Their Facilities

18. The extension of library method, personnel and equipment.

Increased emphasis upon independent study and individual work necessitates an outstanding development in libraries and library facilities. Only a small minority of our schools, elementary, high or collegiate, are provided with adequate libraries and librarians. Much larger collections of carefully selected books, added facilities and training in their daily use and many more library units in the schools are sure to be needed in the next few years. The day of reliance upon a single textbook is past. The recognition of the library as the vital heart of the school is at hand.

19. The adaptation of modern inventions, such as the radio, the movies, the talkies and the airplane to educational uses.

The schools are only beginning to sense some of the unfathomable possibilities for vitalized and extended instruction inherent in recent inventions.

"Radio is the greatest implement of democracy yet given to mankind," says Ira E. Robinson of the Federal Radio Commission. Systematic education by radio started only recently. Last fall over twenty thousand schools were listening regularly to the following specially prepared programs, a half-hour in duration: Monday, American history dramatizations; Tuesday, music appreciation; Wednesday, literature dramatizations; Thursday, story-telling and music appreciation; Friday, current events and vocational information. Charts, teachers' guides and other helps are provided in

advance to make the work truly educational, not merely entertaining.

With the radio, every boy and girl can be brought in close contact with the leaders of American civilization. Fifty million people heard the last presidential inaugural ceremonies. The conference on radio education, recently called by the United States commissioner of education at Chicago recommended that 15 per cent of all radio broadcasting channels be permanently and exclusively assigned to educational institutions and government educational agencies. Walter Damrosch says that he is fortunate to be alive as a musician at a time when radio offers him such a marvellous opportunity to reach millions of American children with the carefully designed programs of musical appreciation which he is working out. Two thousand children could profit by his teaching concerts in Carnegie Hall, New York City. Two million, or more, are profiting by them, when they are put on the air.

Consider the possibilities for added vividness in history, geography and science offered by the moving and talking pictures. The views of Byrd's flight to the South Pole form a never-to-be-forgotten lesson in visual geography. Wood and Freeman's recent book, "Motion Pictures in the Classroom" tells the fascinating story of carefully controlled experiments involving over eleven thousand children. Pupils in a school using a series of specially constructed classroom films gained 33 per cent more in geography and 15 per cent more in general science than comparable groups which did not have the advantage of the films.

The Airplane's Place in Education

The reduction of distance which the airplane has brought also has important educational implications. It gives the opportunity for outstanding leaders and for inspiring teachers to multiply their spheres of usefulness. Last fall, New York University embarked upon a series of afternoon extension courses for teachers in a dozen localities in New York, Massachusetts, Delaware and Maryland in which a faculty of a half a dozen or more are scattered to otherwise inaccessible places in the afternoon and returned to New York the following morning in time for regular class work at the University. A speaker at an educational convention in the morning can address a similar convention, hundreds of miles distant, in the afternoon.

Consolidation of schools through the establishment of air bus lines is not beyond the range of possibility. Already in Alaska the student from distant Nome, Point Barrow, or other isolated points in that far flung territory, who wishes to

attend the Alaska College at Fairbanks, has his airplane fare paid by the territorial government, from his home to Fairbanks. Next steps in educational progress are likely to be taken on the wing, rather than on foot.

20. The development by state teachers' associations of a forward looking and constructive educational policy dealing with fundamentals, other than salary increases, retiring allowances and life tenure.

This suggestion does not indicate that the features mentioned have not been important and that much credit is not due the organized teachers of the country for important results thus far achieved. Unfortunately, however, there is developing in some quarters a feeling that many state teachers' associations are too much of the nature of labor unions; that they exist primarily if not solely for the selfish improvement of working conditions for their members, and that organized teachers are more interested in themselves than in the children. Teaching is a profession, not a trade, and trade union methods are scarcely appropriate.

A Challenge to Teachers

Is it not time, now, for teachers to take a distinct forward step which for a few years, at least, will stress some of the professional, the unselfish, the altruistic aspects of education rather than the personal and the selfish? Suppose that for the next ten years the teachers of the country should unite with a solid and enthusiastic front to further some of the advance steps suggested in this article. Suppose that they should stress better units of organization, improved supervision, improvement in the selection, training and certification of teachers, curriculum reorganization, character education, study of better methods of instruction from the kindergarten through the university, systematic library development. The serious organized effort of close to a million progressive enthusiastic teachers would effect a program of advance that would be an everlasting credit to the profession and that would save them from being thought of, whether rightly or wrongly, as concerned primarily with bettering their own interests rather than improving education.

Should not the educators of the country, then, as the most important forward step in education and the one that would include all the others, consider the advisability of making their associations more truly professional and dedicating themselves and their immense power of organized effort toward bringing to pass some of the "next steps in educational progress" that have been suggested in this article? May we not hope to see many if not all of them realized in the next generation?

If You Would Organize a High School Band—

Then you will find the suggestions offered here of practical value, especially those that discuss in detail the methods of financing such an organization

By H. E. NUTT, Director, Girls' Band and the Concert Orchestra, Austin High School, Chicago

BAND work in our public schools has grown so rapidly within the past few years that few of us realize what has happened, what is happening and what is likely to happen in its future development. Some may consider it a passing fad, but those who have studied it carefully and critically know it is here to stay. How far it will go depends largely upon the eradication of evils and faults now existing and upon its sound basic development along recognized educational principles.

To understand better the faults and evils that have crept in, one must understand how school bands developed. Until about twelve years ago few school bands existed. There were numerous town bands that flourished for a year or so, then "went to pieces," perhaps to be reorganized spasmodically from time to time. They were often organized by some leader selling instruments, who moved to newer fields when his sales decreased. Often the local merchants sponsored the band and helped financially, on the promise of a playing band in ten or twelve weeks to play for outdoor concerts or for some important local event such as the Fourth of July celebration or the county fair.



The towns that were fortunate in finding a real leader to follow the sales promotion leader usually developed good bands. Some of these bands had a number of high school boys as members. School officials in those towns used the town band to play for

football games and other school activities, but they soon found that it would be better to have a band composed strictly of high school pupils under school control. In most places the town bandmaster was asked to instruct the band. No thought was given to granting credit for band work or to the educational qualifications of band instructors. Manufacturers of musical instruments were quick to see the possibilities of this new field for the sale of their instruments. Sales to professional musicians were not profitable, for professionals demanded big

discounts or even free instruments in exchange for the use of their names in advertising. Since amateurs demanded neither discounts nor free instruments, they were something to think about. Men who served in the World War came home with a firsthand acquaintance with and an interest in military bands, so the time seemed ripe for the exploitation of this new field of sales.

Salesmen soon found that

school officials were interested in bands but that they were slow to appropriate money for them. In other words, they were willing to have a band if their patrons demanded it and if some way could be found of financing it. So clever salesmen worked out the "free sales plan." With the permission of the board of education, the salesman put on a campaign in the school, sold an outfit of instruments direct to the patrons, and, when a sufficient number had signed up, the band rehearsals were begun at no cost to the pupil or to the board—so it seemed.

Although getting "something for nothing" appeals to many, we know that someone must pay the bill. The manufacturers could well afford to pay a leader for six weeks or so because of the large profits made on sales. In many instances cheap instruments, attractively plated, were sold at high prices by unscrupulous salesmen who counted that beginners wouldn't know the difference. Salesmen, as band leaders, were coached to work the band intensively on a few numbers for its first public appearance in order to make a flashy showing. Fundamentals, so necessary to later development, were neglected entirely and after the first so-called public concert, the board found itself in a quandary. The school had a band and it didn't have a band. Patrons had considerable money tied up in expensive instruments. The "free" leader was gone, and to satisfy patrons the board had to hire a regular leader or teacher at a reasonable salary without hopes of big profits on sales.

The worst feature of the whole situation was yet to come, for it really meant going back and learning all over again, a painful process, because the band members could already play a few tunes

that had been "pounded" into them by high pressure methods. They failed to see why they must go back and begin over again, not realizing that progress can be made only through the mastery of fundamentals. Many of these bands dissolved, but some schools solved the problem by hiring a part-time professional band teacher who worked a circuit of bands, spending one day a week in each school. Others employed an academic teacher with some band experience. In some cases the regular music teacher attempted the work.

Little by little, school officials are learning this lesson; yet too many are still biting on the "free band" bait. They surely would not handle other subjects with such a shortsighted policy. Perhaps this is because most superintendents are academically minded and think of instrumental music as a more or less mysterious subject—not within the realm of genuine educational development. Officials who have studied the work know that instrumental music, correctly handled, contributes many things to the educational development of their pupils and in a way that academic subjects cannot hope to touch. These officials are learning to fit this work into the curriculum.

Instrumental music properly organized contributes not only to the education of the individual but also to the musical life of the school and community. For school assemblies, games, parades, community meetings and patriotic events, school bands are of increasing service. Many towns hire their school bandmaster on a twelve months' contract. In the summer he directs the municipal band in park concerts and also trains and teaches beginners for the school band. The school band thus serves as a "feeder" for the municipal band, especially when the same director is in charge of



The girls' band at Austin High School, Chicago, is a successful and integral part of the school organization.



It was a red letter day for the girls' band at Austin High School when John Philip Sousa, on a visit to the school, wielded the baton.

both. By school and town both contributing to the salary, it is usually possible to hire a more experienced and better trained director.

Then the question arises: What is the best way to organize a school band? Since experience is the best teacher we can save valuable time and energy as well as money by observing the experience of others. The exact details will vary in different schools, but the basic principles are the same. Upon first thought the problem would seem to be one of finances, but this is not the case. Experience has shown that the finest set of instruments, uniforms and rehearsal room will produce at best only mediocre results without proper leadership. A well trained and experienced director is therefore important.

The ideal plan is to hire a full-time director, with an agreement in the contract that he is not to sell instruments. If finances do not permit the employment of a full-time teacher for the band alone, a combination of band and orchestra work is good. If that is still too expensive, the next best plan is to have the teacher work on a part-time basis. A leader may be employed to give the schools in neighboring towns one, two or three days each week, depending on the funds available. Under this plan the pupils pay no tuition, the school paying all teaching expenses.

If no funds are available, there are still two other practical plans. The school board can hire the part-time teacher with the agreement that he may collect a certain specified weekly tuition from each pupil in the band. The school cooperates in getting pupils for him but no guarantee is made as to the amount he will receive and it is his problem to build up interest in the band and to put it on a paying basis. Selling instruments for profit may be allowed if local conditions justify this and if the teacher's prices are reasonable.

Some school officials prefer to collect the tuition and to pay the teacher by check. This plan brings him in closer contact with the officials, guarantees to him a set sum each week and relieves him of detailed work and worry in collecting the tuition. His entire attention is given to teaching. The tuition rate a pupil will vary from fifty cents to a dollar a week, depending on local financial conditions. Usually this means the teacher gives each pupil a fifteen-minute private lesson or an hour class lesson with an hour and a half or a two-hour rehearsal of the entire band after school. Lessons can be given on a rotating plan so that a pupil misses an academic class only once in six weeks in order to take his music lesson during the school day. If the pupil can take this lesson during a study period, so much the better.

In the financing of instruments, the ideal plan would be for the school board to buy a set of good, serviceable instruments and rent them to the pupils. A reasonable rental would vary from one to three dollars a month, depending on the cost of the instruments and the amount of natural wear and tear on them. Parents and pupils should sign a contract that makes them fully responsible for damage on the instruments and for replacement if they are lost or stolen. Ordinary wear would be covered by the rental fee. Most pupils playing the smaller instruments soon buy their own and the school instruments can then be re-rented to beginners. This gives pupils a chance at little expense to "prove" their interest and ability before parents invest in an instrument. Some school boards have even bought and sold instruments to pupils on the time payment plan. This has worked well when someone has been sufficiently interested to follow the plan through. In such cases payments are usually handled by the principal.

Bass horns, bass and snare drums and French horns should be school owned. In some schools it is wise for the school to own the unusual instruments also, to complete the instrumentation. Many pupils who cannot afford to buy their own instruments are willing to play any instrument available in order to belong to the band. As these pupils see it, the important thing is their membership in the organization, and the benefits to be derived do not depend on the playing of any certain instrument. In this way, players for the oboe, the bassoon, the French horn, the bass horn, the alto and bass clarinets are easily found.

Obtaining Community Cooperation

Some school boards lend money to the band to buy instruments and equipment. The band then gives concerts and entertainments to repay this loan. Community organizations often make donations in exchange for complimentary concerts and for the assistance of the band in community activities. A good plan is for such organizations to buy something needed by the band, a new bass horn, for example, and have engraved on the bell of the horn the name of the organization and the date it was donated. This adds to their interest and pride in the band and encourages others to give similar gifts. In one town the uniforms were donated by organizations and individuals. A label was sewed on the inside of each uniform giving the name of the donor and the date. At the end of each year when the uniforms are turned in each pupil writes a short letter of thanks to the donor for the use of the uniform. It is surprising what a difference such letters make in holding that community's interest in the band.

Uniforms need not be fancy or expensive. The purpose is to give the band a uniform appearance. White duck trousers, white shirts, black bow ties and a sailor cap or tam give this effect at a low cost. Capes can be added later. The home economics class or a group of mothers can make the capes at low cost. Local merchants will usually donate the goods or make a special price. The capes should be school owned.

In planning new buildings progressive school officials find it wise to include an instrumental music room properly constructed to prevent any interference with classes in the adjoining rooms. This room should have storage lockers for instruments and equipment. If space permits, a special room should be provided for instrument and music storage and as an office for the director.

Well Trained Teachers Are Needed

This new type of music study in our schools demands a new type of training for those who teach pupils by the means of music. Such teachers need to study academic and educational subjects to acquire a background. They need at least a year of observation and directed teaching under the supervision of skilled music teachers. Of course, they must not only play all the instruments of the band and orchestra but they must have studied the teaching of these instruments by modern methods. Many other subjects are required for a complete training.

Well informed superintendents are demanding men who have completed a four-year integrated course with a major in instrumental music study. High school pupils who are especially talented and who are interested in making music their life work would do well to consider the opportunities in this rapidly developing field of instrumental music. Accrediting requirements are being raised and this means that better trained teachers are going to be in greater demand than ever before. Unless the work is offered for graduation credit, a good, practical teacher can be engaged, even though he cannot meet state accrediting requirements.

Results in many schools justify the claim that instrumental music contributes more to the education and to the training for citizenship of a larger proportion of our student population than any other school activity. There is no reason why any school should be without this opportunity since a financial plan may be worked out for any situation. To make the school band or orchestra an integral and successful part of the educational program needs only the interest of school officials and the same common sense handling of its organization as is given to other school projects.

Federal Relations to Education— The New Report Reviewed

"The National Advisory Committee has only reiterated what educators have been advocating for the last two decades and has failed to offer any solution for present perplexing problems"

By M. V. O'SHEA, Editor-in-Chief, The NATION'S SCHOOLS

EDUCATORS throughout the country have been eagerly awaiting the report of the National Advisory Committee on Education. At last the report is available. It consists of two parts that have practically no connection with one another. Part I consists of a general analysis of existing Federal relations to education with criticisms thereof and with recommendations for the adoption of new policies. Part II consists of data derived from a wide range of educational, historical and statistical sources concerning the activities of the Federal Government in education in the several states and in territories and outlying possessions. In Part II there are no recommendations whatever, only basic facts; everything that relates to desirable relations of the Federal Government to education is presented in Part I.

The views and recommended policies presented in Part I have been in the minds of educational people for at least two decades. There is nothing essentially new contained in the report. The information concerning the participation of the Federal Government in public education has been a matter of common knowledge for many years. The objections offered by the national committee to existing relations of the Federal Government to education have been frequently offered heretofore by individuals and by committees appointed by various educational organizations. The recommendations made by the committee have been made in substance time and again by individuals and by special committees.

The Recommendations

The recommendations may be briefly stated as follows: (1) The educational activities now performed by various departments or bureaus of the Federal Government should be coordinated into one department with a cabinet officer at its head; (2) the Federal Government should assist the several states by appropriations adequate to their

individual needs; (3) all monies appropriated for education by the Federal Government to the states should be given without any strings—each state should spend the monies allotted to it in any way it chooses without control or interference by the Federal Government; (4) the Federal headquarters of education should conduct research to determine educational practices and needs, should collect information regarding existing educational practices and policies throughout the nation and should disseminate widely the information it collects for the guidance of the several states, and smaller subdivisions that have educational autonomy; (5) each state should be entirely independent of the Federal Government in determining its educational policies and practices; (6) appropriations made by the Federal Government should be for general education and not for specific educational developments, experiments or innovations.

Experimental Data Are Lacking

These recommendations are all based upon preceding arguments designed to convince legislators and laymen that the Federal Government should assist education financially but should not play any rôle in determining educational policies or procedures in any state. Presumably, the arguments were worked out in view of the basic facts presented in Part II of the report, but there is no internal evidence whatever that the writer who prepared Part I consulted these basic facts. Part I is a readable presentation of views, aspirations and hopes that have been current in educational circles for two decades. Any person familiar with educational discussion in our country for the past fifteen or twenty years could have written Part I before he ever saw Part II.

Part II, embodying research relating to Federal participation in education, is a comprehensive, accurate and useful document. It was prepared by Dr. David Spence Hill and William Alfred Fisher.

Part I falls far short of what educational leaders have hoped it would be. It leaves us just where we were before the national committee was appointed. No effort whatever was made by the committee to set up educational experiments for the purpose of solving some of the more perplexing problems relating to Federal participation in public education. It seems extraordinary that a great committee would present a report to-day without any experimental data whatsoever. The method of logical argument has been used now for decades in the attempt to dissuade the Federal Government from doing certain things and in trying to persuade it to do other things, but this argument has been without much avail. The logic used by the national committee in Part I of its report is no keener, more incisive or more convincing than the logic that has been used by many preceding educational writers and speakers.

A Cause for Wonderment

As one reads this report, one asks continually: "Did the various members of the national committee and of all the cooperating committees, and all the special investigators, regional consultants and the rest of the vast, complicated personnel of the advisory committee play any rôle whatever in preparing this report? How could scientific men on the national committee, or on one of the cooperating committees, or in some other branch of the personnel of the advisory committee, permit the committee to make a report that is based upon opinion, without any experimental treatment of any of the problems involved?" It is incredible that this enormous aggregation of talent should bring forth as inconclusive a report as the national committee has done.

The committee asked to be discharged when it presented its report to President Hoover; but it should really have simply reported some progress and requested to be continued indefinitely in order to conduct investigations in the hope of presenting precise data bearing upon the vital problems growing out of recommendations made by the committee. For instance, the committee declares that the Federal Government should appropriate funds to the several states according to the needs of each as determined by financial research. Well, now, how is the Federal Government going to determine the educational needs of South Carolina as compared with Illinois, say? The committee states that the Federal Government shall not appropriate the same amount of money to each state. Shall the amount of funds for each state be determined on the basis of school population? Certainly not. Shall the amount of funds be determined on the basis of the relative wealth of each state? Cer-

tainly not. Shall the amount of the funds be appropriated on the basis of the present status of education in each state? If so, who shall determine whether South Carolina is further along than Illinois or is lagging behind? Shall the amount of funds be determined by the type of education dominant in each of these states? What type of education should be favored by the Federal Government—one that is based on formal discipline or so-called culture, or one that is based more largely on vocational training and preparation for the practical needs of life?

Educational equipment in the schools of Illinois is much more elaborate than it is in the schools of South Carolina, taking the schools in both states as a whole. Should the Federal Government say to Illinois: "You are well enough equipped now to give the children of the state a first-rate education, but South Carolina is so deficient in educational equipment that funds will be appropriated to the latter state until the schools are as well equipped to do modern educational work as are the schools of Illinois." But the citizens of South Carolina do not want so-called vocational or practical education. They want their children to be cultured and to have their minds trained by studies that are not designed to prepare directly for the needs of daily life. How must the Federal Government act in such a case? It cannot go to South Carolina and tell the state what sort of education is desirable. According to the committee it must keep out of each state and neither recommend what a state shall do educationally nor interfere with any education that is in progress therein. South Carolina, then, will use Federal funds to promote its present type of education, regardless of what the Federal Government may privately think is an efficient type of education for present day life in America.

Why Leadership Is Urgently Needed

The national committee makes a recommendation and does nothing whatever to show how that recommendation could actually be put into effect in the several states; and it is as certain as anything educational can be that the Federal Government would not know how to administer that recommendation. The national committee ought not to have made it without showing how it could actually be put into operation to the advantage and with the consent and cooperation of each state.

In apportioning funds among the several states, what consideration is to be given to the education of the Negro? The national committee devotes a small section to Negro education, but the views presented were not endorsed by the Negro representatives on the committee. There is a special phase of the problem that was apparently over-

looked by the committee—should the Federal Government be governed by the policy of carrying the Negro as far in education as the white population in the various states? Adequate data have been secured to warrant the assertion that it requires from fifteen to twenty per cent more effort to lift Negroes up to a certain status educationally than to lift whites up to that status, taking Negroes and whites as a whole and allowing for a small percentage of exceptions.

The I. Q. of the Negro, as involved in school work, is fifteen or twenty points behind the I. Q. of the white of the same age, allowing for occasional exceptions both ways. Educational achievement on the part of the Negro is from fifteen to twenty-five per cent below that of the white of the same age, again allowing for occasional exceptions. We are not speaking here of the Negro who has white blood in his veins; we are speaking of the full-blooded or largely full-blooded Negro, who is dominant in a number of the states of the Union. Why didn't the committee face that problem in recommending that the Federal Government should apportion funds among the several states according to the individual needs of each?

While most of the recommendations of the committee can be endorsed because they are in accord with long standing public opinion, there is at least one recommendation that is certainly unsound. The committee asserts that the Federal Government should appropriate funds to any state for general and not for special types of education. It declares that, when the Federal Government fosters a particular type of education, the educational work of the state as a whole is thrown out of balance. Funds, then, should be given to any state to be used as that state wishes and without any guidance from the Federal Government. If that policy had been carried out in this country during the past four decades many of the states, most of them probably, would still be back in the dark ages so far as efficient and useful education is concerned.

Who Prepared the Report?

Educational progress in at least most of the states has come from outside leadership, largely by Federal initiative. If the Federal Government had not gone into most of these states in stimulating agricultural education, home economics and vocational education, many of the states would be doing little if any of this type of work now. If the Federal Government had simply handed over large funds every year for the states to use as they chose, they would have perpetuated formal, disciplinary, verbal and so-called cultural education. Anyone who has studied the educational policies of some of our states uninfluenced by outside initiative, knows

that these states could never lift themselves out of a formal, disciplinary, nonpractical régime of education by their own effort.

It is a fantastic notion that, if vocational education, say, is emphasized in any state for a time, it will throw the education of the state as a whole out of balance. One cannot understand how expressions of this sort got into the report of the national committee when one considers that, theoretically, hundreds and hundreds of leaders in the field of education functioned on the committee. The only way that one can explain the thing is to take into account the fact that most of the national committee and all the cooperating committees and special collaborators of one sort or another never saw the report and played no part in shaping it.

Too Much Sentiment—Too Little Science

As evidence that the report must have been prepared by someone whose point of view and feeling about education are more largely sentimental and platitudinous than scientific, one may quote a passage from pages 23 to 24 of Part I:

"It is possible that more rapid action may be thus obtained and that the special type of education concerned may be more rapidly spread throughout the country with the aid of Federal subventions and forced local matching of funds. It is possible that standards can be more quickly raised, in the large communities at least, by Federally controlled state plans. But the price of such immediate gains is the stifling of much local experimentation, which is essential to the virility and continuing growth of every type of education. The inevitable result of centralized interference is the weakening of that intimate popular responsibility for education which has made American education unique because of its final responsiveness to the sensed needs of a democratic people.

"A nation built upon a theory of popular sovereignty, personal responsibility and capacity for self-government can ill afford, for the sake of quick results, to weaken itself where it has long been virile. And childhood is, in the United States, the deepest personal concern of the American parent. If, as citizen, he loses his sense of personal and local responsibility for the education of his own and his neighbors' children, there is little hope that he will feel a keen sense of responsibility for less personal civic services, or that his children will develop that capacity for self-government which is the essential foundation of popular sovereignty."

If this passage appeared in a political report, one would call it claptrap, but since it appears in a dignified and serious educational report of a vast committee, one must say that it is an appeal to the galleries, is *argumentum ad hominem* and is not

based upon an analysis of what actually is now going on and has been going on for generations in the administration of education in our country. If we depended upon the doctrine that every citizen must be active in providing for the education of his own children and of his neighbors' children, and that there should be no outside interference with or stimulation of local interest and activity, we would have no educational progress at all in most of the states in this country. If the sentiment embodied in the passage were sound, then no state department of education should send around inspectors and advisers to stimulate and guide and help local communities, and no county superintendent should go around his county and give aid to local school districts. Every unit, no matter how small it might be, should determine its own educational policies and procedures. Nobody believes in such a program of education and how the national committee could support it is beyond belief.

The national committee recommends that a Federal Department of Education be created, with a cabinet officer at its head. If the only rôle that the Federal Government should play in education should be to appropriate funds to the several states, without taking any part in stimulating or guiding these states, then why build up a department of education? One finishes this report with the conviction that the national committee did not sincerely believe its own recommendation, that local educational units should have complete autonomy in determining educational policies and practices and should have no stimulation or guidance from outside, but should only receive funds to be used as the local authorities might wish.

Again, the tremendous machinery of the National Advisory Committee on Education has brought forth a product that is disappointing, alike in the sentimental, conventional character of some of its recommendations and in its failure to produce accurate and adequate data in view of which it might be possible to solve some of the problems connected with Federal relations to education that have perplexed educational men for generations.

A Junior High School Radio System That Is Unique

A radio broadcasting system that is unique is that in use in the junior high school, Wausau, Wis., according to G. W. Bannerman, principal, who writes that it has been in use "longer than any other junior high school installation in the state." The system provides for radio broadcasting to all of the rooms, including the auditorium and swim-

ming tank, and also for phonograph broadcasts from the office. From the band room, which resembles a broadcasting room, a concert may be transmitted to the entire school.

Mr. Bannerman in a letter to The NATION'S SCHOOLS describes the various features of the junior high school radio system as follows:

"In our auditorium we have receptacles that enable us to plug in with the microphone, thus making it possible for speakers who address the student group to be heard in every part of the auditorium. The voice is transmitted through four horns which are hung just below the proscenium arch. In addition to these four horns in the auditorium we have one large dynamic speaker.

Using the Device for Gymnastics

"The dynamic speaker can be used for matinée dances or for gymnasium folk dancing classes and marching, and the music can be sent either through the radio into the big speaker or else the gymnasium teacher can plug in with a small portable electric phonograph and supply music for marching and dancing purposes.

"The auditorium is often used for convention purposes. When a speaker on a convention program is talking through the microphone, his voice may be heard in the classrooms.

"Now I come to what I believe is the most unique feature of the whole system, the telephone pick-up. Should we care to have a local business man give a five or ten-minute talk, or should we desire to have Professor O'Shea address our student group on education, it would only be necessary for him to talk directly into his own telephone. The speech would come over the wire as in any ordinary telephone conversation and through a series of connections the voice would be broadcast to all of the home rooms.

"It is also possible to have a band concert transmitted from the junior high school to a like system in the senior high school, the music going into their amplification system and from there into the classrooms. It is possible for our superintendent of schools, S. B. Tobey, to sit at his telephone and talk to three schools at the same time.

"Our senior high school installation is three years old and that of the junior high school is in its second year. I might add that with an expenditure of \$200 and by the use of our big dynamic speaker in the auditorium, we can completely outfit our two moving picture machines with sound equipment. These machines are valued at \$2,400 and are used in the auditorium.

"I am greatly interested in the efficiency an amplifying system can bring to a school in making announcements and in broadcasting programs."

A School That Fits Naturally Into a Community of Beautiful Homes

During the planning of the John Ward School, Newton, Mass., the architects kept always in mind the architectural surroundings and, in the finished building, achieved an intimate harmony with those surroundings

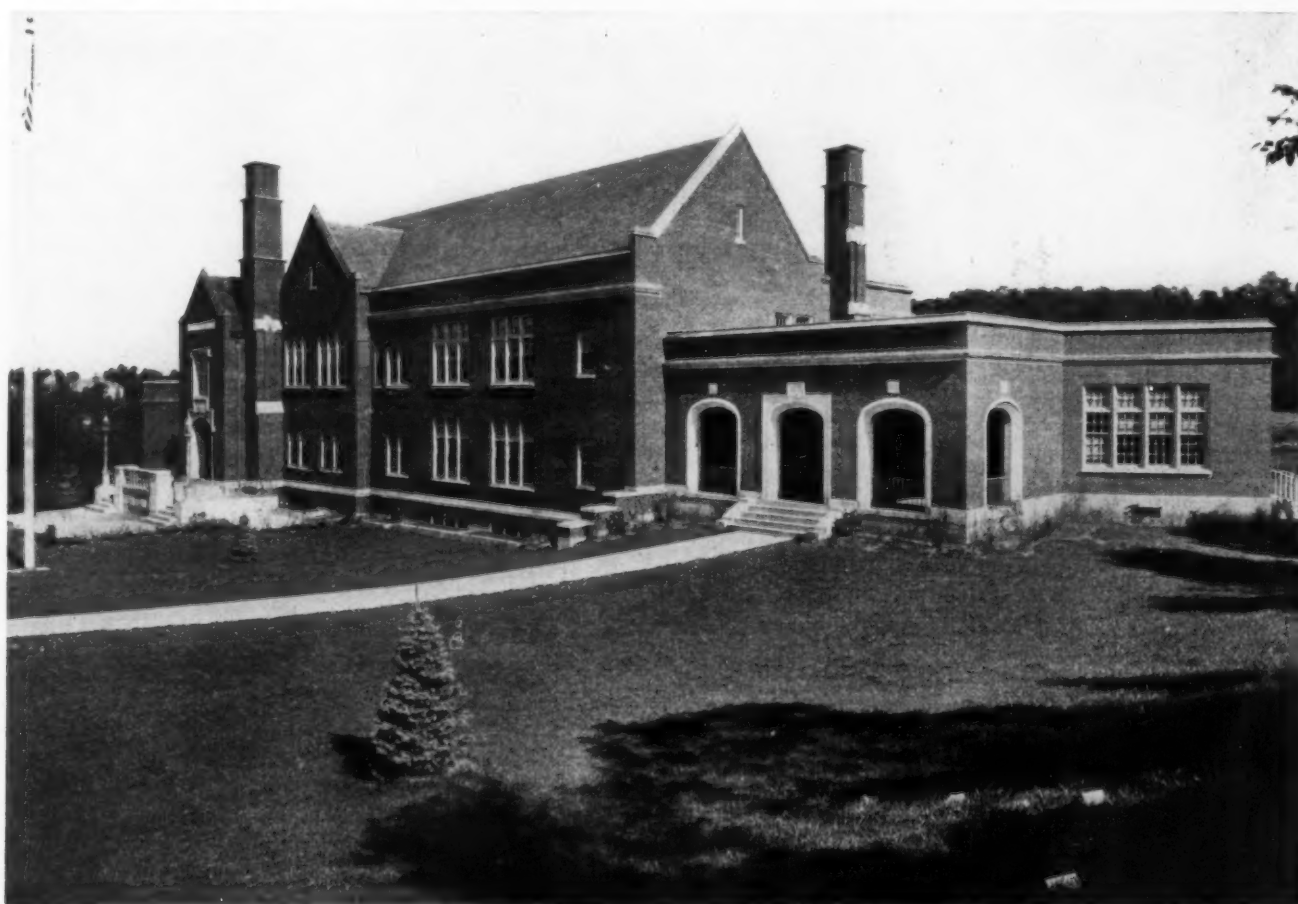
By JAMES H. RITCHIE AND ASSOCIATES, Architects and Engineers, Boston

THE new John Ward School, Newton, Mass., serves a residential district that is noted for its many beautiful and costly homes. For this reason the architects of the school recommended to the building commissioner of Newton that the school building be designed in a style of architecture in keeping with the surrounding architectural atmosphere.

The building commissioner was fully in accord with this suggestion. Although the curriculum requirements necessitated a building rather large in

size, nevertheless advantage was taken of the peculiar characteristics of the site and a pleasing design that harmonized with the surroundings was accomplished.

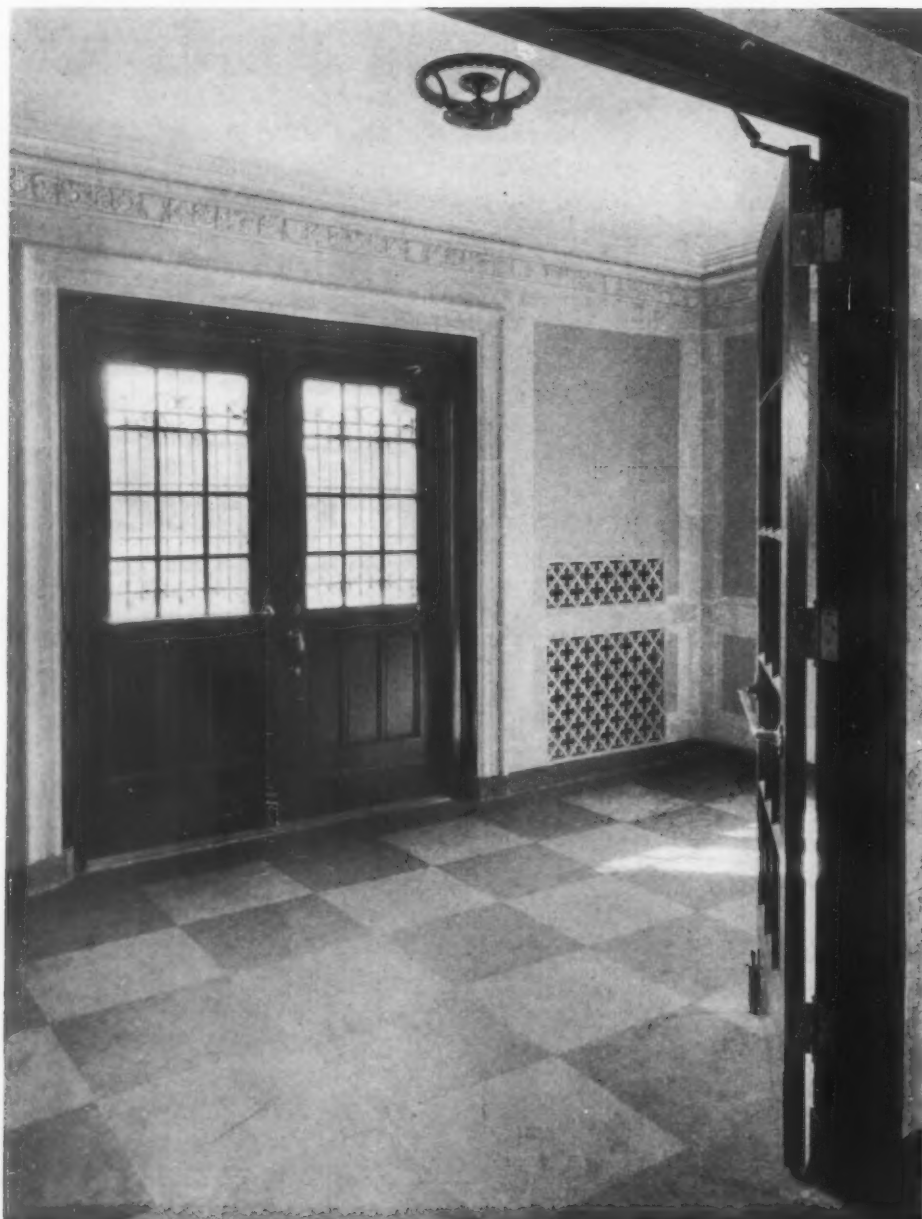
The building is of English Tudor style of architecture adapted to fit the needs of the modern school building. It is of fireproof construction, and the exterior walls are built of selected water-struck brick with stone trimmings. The roofs are covered with first quality Vermont slate laid in random widths and in a variegated color scheme.



The kindergarten with its separate entrance and loggia occupies the southeast wing of the school.

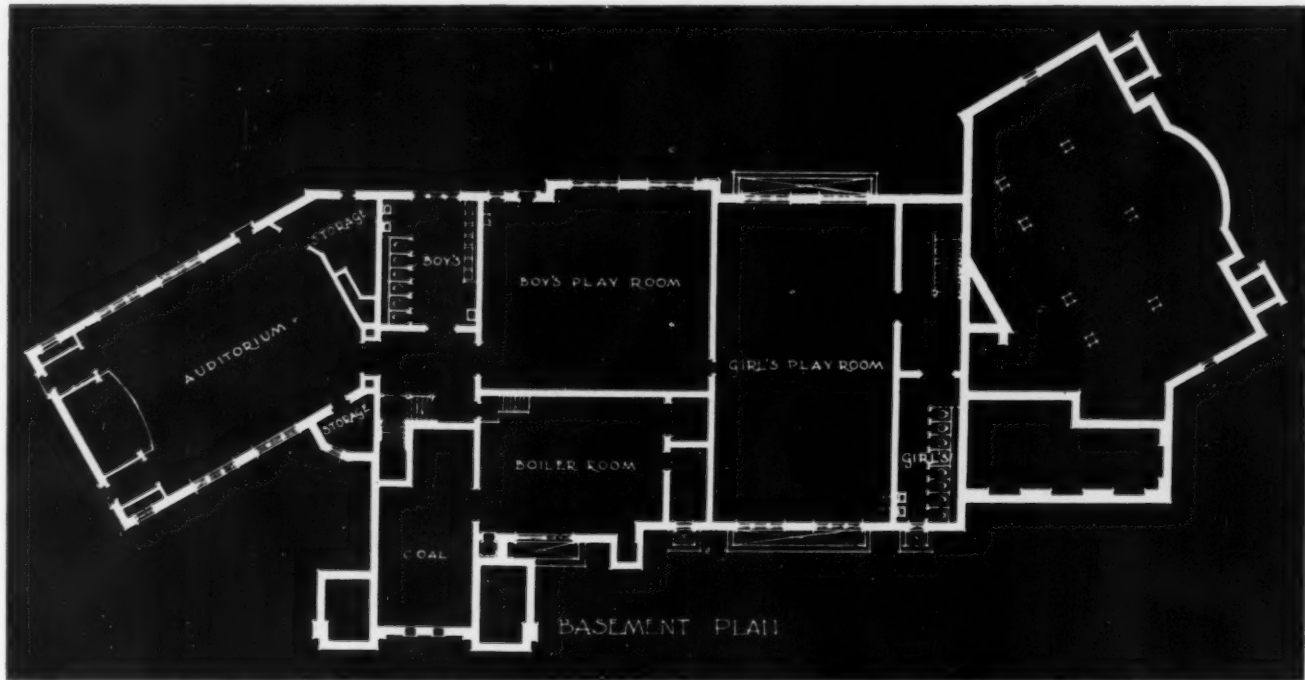


The kindergarten, pictured above, is large and well lighted and can be subdivided into three rooms by means of folding doors. The picture at the left shows the main entrance vestibule.



The building contains an assembly hall, with a seating capacity of 300 on the ground floor. On this floor also are the boys' and girls' playrooms and toilet rooms, boiler rooms and the other rooms incidental to the mechanical appliances.

On the floor above is the kindergarten with separate entrances and loggia. In this kindergarten is a large fireplace in an alcove, with a tile floor, tile facings and stencil decorations on the ceilings and beams. The kindergarten unit may be subdivided into three rooms by folding doors installed especially for the purpose. Opening from the kindergarten unit is a large attractive outdoor loggia, offering the kindergarten children protection from the weather while they are waiting for the school exer-



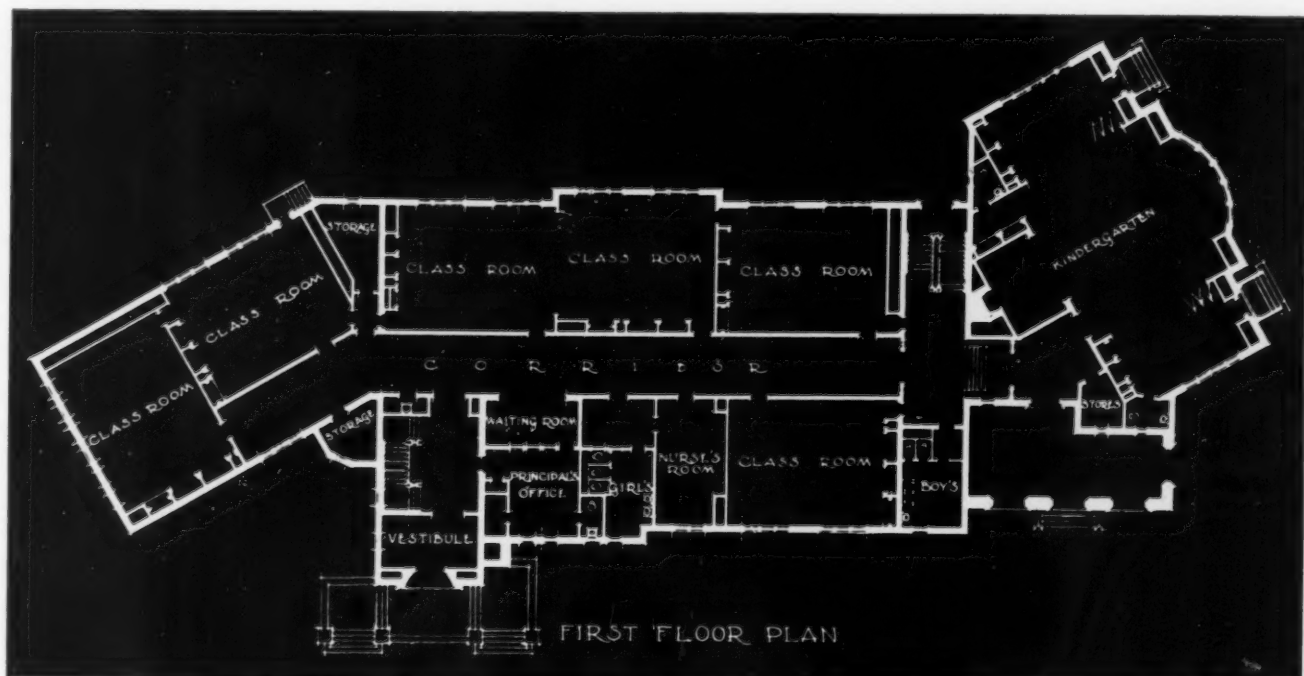
cises to begin or after they have been dismissed for the day. Adjacent to the main entrance vestibule are the principal's office and waiting room, with the nurse's room adjoining. The remainder of this floor is devoted to classrooms, six in number, of a standard size established by the building commissioner. Two of these classrooms may be used as one large room by the operation of folding doors of a type similar to those in the kindergarten.

On the second floor are five classrooms, between two of which are the folding door partitions similar to those on the first floor.

In each of the stories throughout are emergency toilets for the pupils, and on the second floor are

a teachers' room and rest room with private toilets. All classrooms in the building have a special type of built-in wardrobe opening into the classroom.

The classroom floors are of linoleum throughout, and the floors of the corridors are of linoleum. The walls of the corridors and stair towers have an acoustical treatment to a height of eight feet, in an imitation travertine stone. The main entrance vestibule is finished in a combination of stone and imitation travertine. The finished effect in these corridors and in the vestibule is unusual, decorative, and at the same time intensely practical. Maintenance is a negligible factor since the walls





Following the English Tudor style of architecture the John Ward School harmonizes with its surrounding terrain and with the homes of its pupils. Stone trim adds an interesting accent to the waterstruck brick walls, and wrought iron has been effectively used for the lanterns guarding the entrance.



may be washed with a sponge, soap and water, and no painting is required on these dadoes from year to year.

Metal trim is used in the interior throughout the building, and the interior wood finish is of first quality, kiln dried, selected plain white oak. The walls of the assembly hall including the stage and the entrance lobbies at either side have molded wood dado caps and molded vertical battens forming three-ply oak panels stopping on top of a wood base.

Play Areas Are Spacious

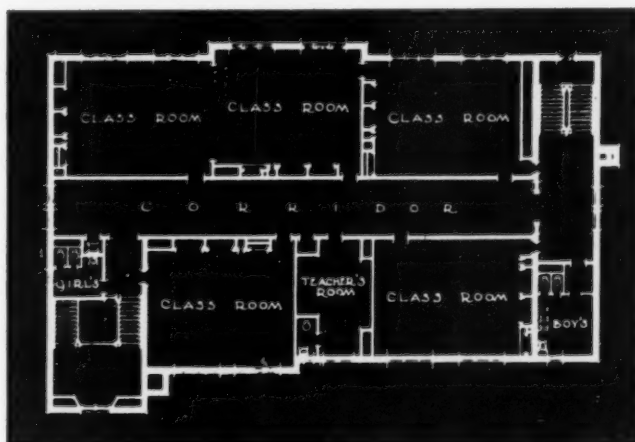
The wardrobes in each classroom are built in. They are of selected white oak with rolling fronts. These wardrobes are connected by ducts with the ventilating system so that the proper ventilation is maintained at all times. In addition to the wardrobes, in each classroom are a built-in bookcase and a teacher's closet.

The interior wood doors are flush type of laminated five-ply white oak, the smoke screen doors and partitions being bronze work with oxidized copper finish. The exterior wood finish is of white pine.

Metal toilet partitions and doors of the flush type with fiber core construction are installed in all toilets throughout the building. Vacuum cleaning machines and piping are installed with outlets throughout the building to facilitate the proper cleaning of the building.

The basement floors and all toilet room floors are finished with granolith, combined with hardening material to prevent dust accumulating on the surfaces, and the finish floor of the outside loggia is granolith, scored and colored in the ag-

Another view of the kindergarten shows the alcove and tiled fireplace, a homelike feature that interests beginners in school. On the second floor, a plan of which is given below, are five classrooms, between two of which are folding partitions similar to those on the first floor.



gregate. In the vestibules the floors are of terrazzo in several colors with brass dividing and edging strips and in these places ornamental plaster cornices and frieze with textured panel treatment are used.

All of the rooms are lighted by a semi-indirect type of lighting, and everything about the buildings is of the latest requirements in schoolhouse construction and equipment.

In the rear of the building, fronting on a country club golf links, are large play areas for boys and girls, these being separated by a terrace. At a still higher level is an enclosed playground for the kindergarten children.

To Those Attending the Winter

IN KEEPING with the policy of The NATION'S SCHOOLS to render the greatest benefit to all school administrators, two distinct services will be given to those attending the meeting of the Department of Superintendence at Washington, February 20 to 26.

It has been realized for some time that often superintendents and principals come to these meetings with many problems on a variety of subjects which they would like to solve or at least to talk over with some outstanding authority, who because of his position in the field of education may have a broader viewpoint and a wider knowledge of what has been done or is being done in other parts of the United States.

Last year at Detroit The NATION'S SCHOOLS inaugurated the plan of having on duty at its booth, five men of prominence during five periods, these men ready to talk over with anyone attending the meetings problems in special lines of education. Hence questions on vocational guidance problems were informally answered by one authority, questions on schoolhouse planning by another, questions on maintenance by another and so on.

So successful was this first "Service Bureau" idea that it was decided to increase the number of consultants this year to ten. Thus those who come to the Washington meeting will have a choice of ten educational leaders with whom they may discuss ten different subjects. Prof. Harry Dexter Kitson, Teachers College, Columbia University, Prof. George C. Kyte, University of California, President Charles McKenny, State Teachers College, Ypsilanti, Dean Lester B. Rogers, University of Southern California, George M. Wiley,

Meeting—An Important Notice

Department of Education, New York City, and others will be on duty at five of the periods respectively. Without charge to anyone they will gladly discuss problems as they are presented. The full list of consultants will be published in the February issue and will be posted at The NATION'S SCHOOLS booths which are Nos. 65 and 66. It is suggested that those wishing to avail themselves of this service present themselves early to avoid waiting.

Another service of equal importance, and a new one this year, will be the establishment of an Information Bureau for the various exhibits. As everyone knows there are large crowds continually going through the exhibit halls and it is not always an easy matter to find quickly where various merchandise is on display. This year school men will conserve time if they will bring to us a list of those booths they wish to find or a list of the equipment or supplies they are looking for and we shall be glad to tell them where the exhibitors are located, the type of goods displayed and how to get from one exhibit to another quickly and without loss of time and to give them all pertinent information regarding any of the exhibits at the meeting. A special and detailed study will be made of every booth so that concise and accurate information can be readily given by those in attendance at our booths Nos. 65 and 66.

At all times there will be present several of our editors and consulting editors. Prof. M. V. O'Shea, editor-in-chief, will be in charge of the booth. He will be assisted by John A. McNamara, executive editor, Stanley R. Clague, circulation manager, Dr. O. F. Ball, president of the company, and others.



This is a photograph of the famous Houdon bust of George Washington made from life at Mt. Vernon by the great French sculptor, Jean Antoine Houdon, in 1785. The bust has never been taken away from Mt. Vernon. This picture has been selected by the portrait committee of the George Washington Bicentennial Commission as the official picture of the Father of His Country to be used in the celebration of the two hundredth anniversary of his birth, to be observed this year.

When the Superintendents Journey to Washington

It will be not only to discuss and to solve educational problems but to renew their patriotism at the country's shrines and to enjoy again the splendor of the nation's most famous city

Prepared by the UNIT OF INTERPRETATION, Division of Publications, National Education Association

THERE is at least one city in the United States, the original streets of which *did not* follow a cow path. The "lecturer" aboard any sight-seeing bus in Washington, D. C., will tell you how unusual this is. Although what is now the heart of Washington was for a fact once the cow pasture of a Scotchman who most reluctantly parted with his property for Federal purposes, the kine of this thrifty farmer, referred to by George Washington as the "obstinate Mr. Burnes," had no part in plotting the diagonal avenues and strategic circles of the nation's capital.

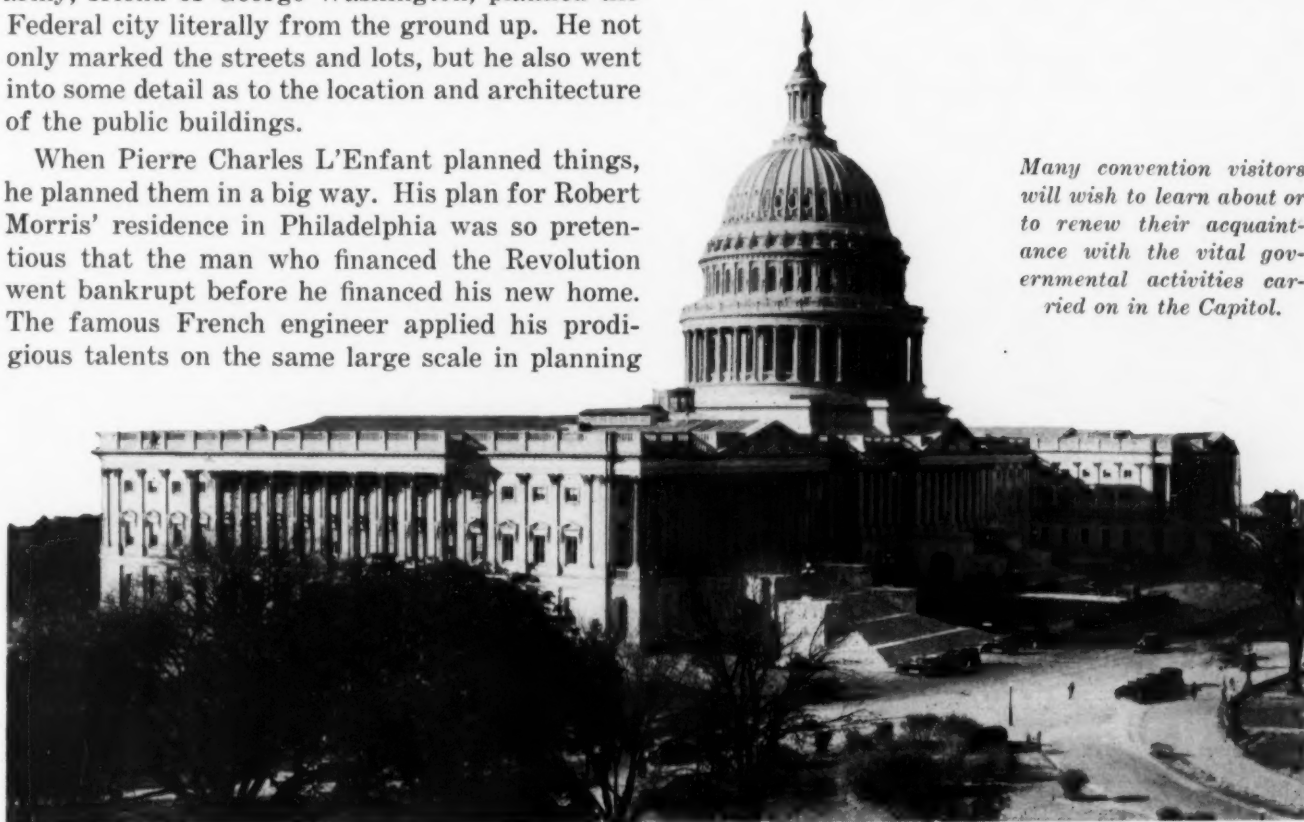
Out of the farm of David Burnes and the farms of his neighbors, Pierre Charles L'Enfant, artistic, temperamental engineer of the French army, friend of George Washington, planned the Federal city literally from the ground up. He not only marked the streets and lots, but he also went into some detail as to the location and architecture of the public buildings.

When Pierre Charles L'Enfant planned things, he planned them in a big way. His plan for Robert Morris' residence in Philadelphia was so pretentious that the man who financed the Revolution went bankrupt before he financed his new home. The famous French engineer applied his prodigious talents on the same large scale in planning

Washington, and for that a nation may to-day be thankful. L'Enfant and Washington alone seemed to realize that the plan was for the ages. Proof of their vision is evidenced by the fact that their idea has not been outgrown. It is still being carried out. The M Street bridge, completed only a year ago, is on L'Enfant's original map.

When the members of the Department of Superintendence, who will meet in Washington for their sixty-second annual convention, February 20 to 25, make their pilgrimage to Mt. Vernon, they will travel part way on a newly made highway overlooked by the tomb of Major L'Enfant from a height of Arlington Cemetery, the nation's Valhalla. The highway properly may be considered

Many convention visitors will wish to learn about or to renew their acquaintance with the vital governmental activities carried on in the Capitol.

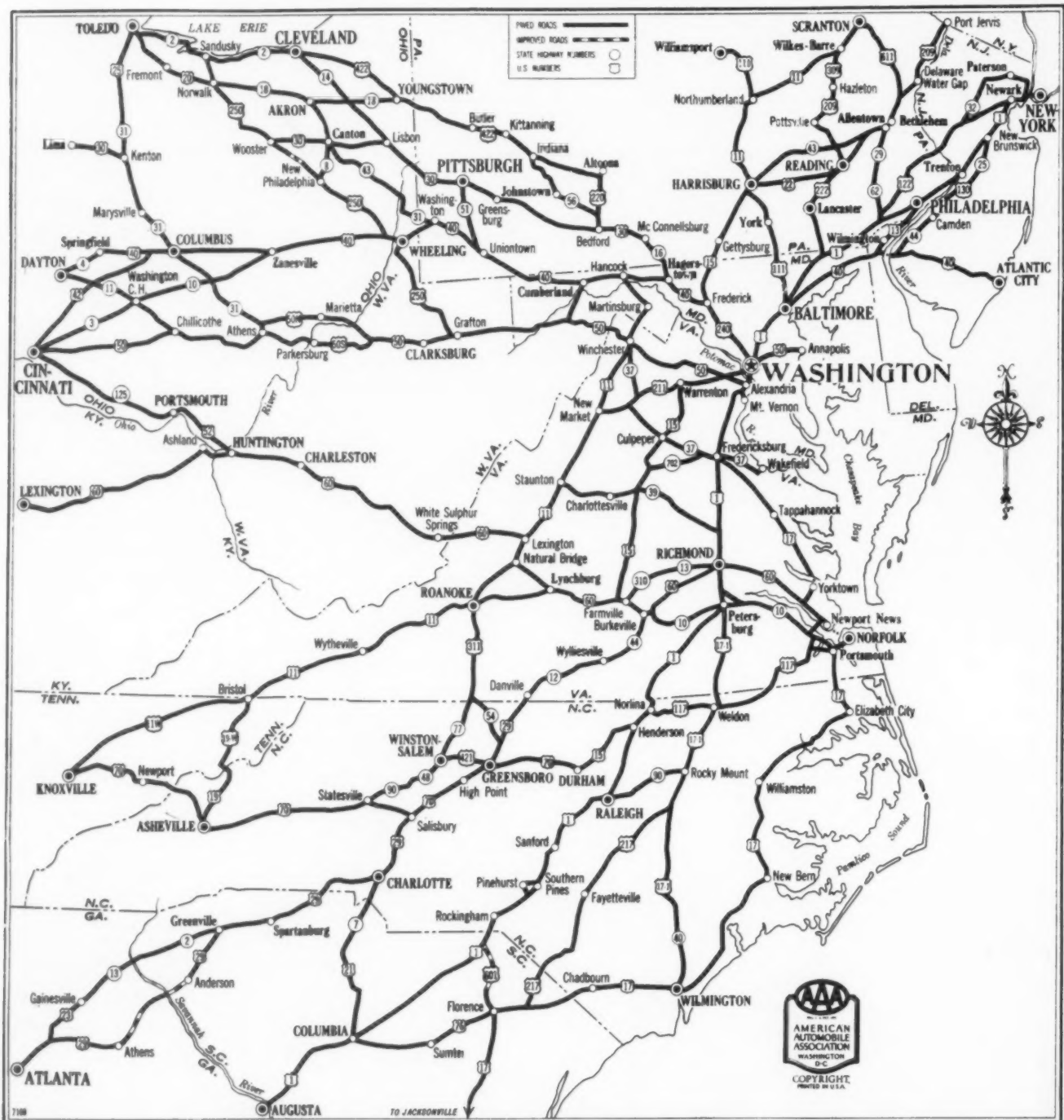


an extension of the city plan carved on the flat slab that marks the last resting place of the great French engineer. But it is the beginning of an extension that would make even the major's visionary spirit gasp.

The fifteen-mile boulevard from Washington to Mt. Vernon is to cost approximately \$7,200,000 and when finished will be the most magnificent highway the world has ever seen. It spans the Potomac with the Arlington Memorial Bridge which, with its approaches and the monumental entrance to the cemetery, will cost upward of

\$15,000,000. Palisade drives and memorial parkways of equal magnificence are to be laid out on both banks of the Potomac.

But this new highway is only one detail of a great plan to beautification going forward so rapidly that those who most frequently travel to Washington see something new upon every visit. Massive and monumental beyond the wildest dreams of the Founding Fathers, the world's largest governmental buildings will soon enclose within the stretch of one mile in the capital the activities of the United States for the promotion of the wel-



Excellent roads, many of which will carry motorists through spots of scenic and historic interest, enter Washington from the north, west and south.



All visitors will be welcome at the headquarters of the National Education Association. This picture shows the new seven-story annex at the rear.

fare of all the people, memorializing at the same time the wealth, power and artistic taste of the nation.

For ten blocks between Pennsylvania Avenue and the Mall is being erected at the present time a unified architectural composition of utility and beauty. The junk shops and dilapidated markets that have long marred the street of inaugural parades are crumbling away. Among the activities which will be housed here are the National Archives, the Department of Justice, the Internal Revenue Bureau, the Post Office Department, the Interstate Commerce Commission, the Department of Labor and the Department of Commerce. Already the \$17,500,000 Department of Commerce building has taken its place in this Federal triangle. The Internal Revenue building was recently occupied.

The superintendents who will assemble here for

their annual meeting will be greatly interested in a new building which represents educational rather than governmental activity—the Folger Shakespeare Memorial Library which opens to the public prior to the convention. This architectural gem houses the world's finest collection of Shakespeareana. For fifty years Henry Clay Folger spent more than \$4,000,000 in assembling it. Some of the books were so valuable that they were brought to Washington from New York in an armored car protected by five guards. Among these priceless volumes are seventy of the 200 known existing copies of the first folio of Shakespeare's plays. They were published in the year 1623.

The building which houses the 75,000 volumes of this precious collection is immediately east of the Congressional Library, and will be coordinated with it, although it will be managed by the trustees of Amherst, in whose hands Folger left an endow-

A Washington Date Book

Hours at Which Washington Public Buildings Are Open to Visitors

Bureau of Printing and Engraving

9-11 a.m. and 12:30-2:45 p.m. Closed Saturday and Sunday.

Lincoln Memorial

9 a.m.-9:30 p.m. Holidays, 9 a.m.-4:30 p.m. Sundays, 8 a.m.-9:30 p.m.

Washington Monument

9 a.m.-4 p.m. Sunday and holidays, 12:30-4 p.m.

Carnegie Institution of Washington

9 a.m.-4:30 p.m. Saturday, 9 a.m.-12:30 p.m. Closed holidays.

Library of Congress

Reading room hours, 9 a.m.-10 p.m. Sundays and holidays, 2 p.m.-10 p.m.

United States Treasury

9 a.m.-2 p.m. Closed Saturdays, Sundays and holidays.

Smithsonian Institution

9 a.m.-4:30 p.m. (New building open Sundays, 1:30-4:30 p.m.)

American Red Cross

8:30 a.m.-4:45 p.m. Sundays, 1:00-4:30 p.m. Holidays, 9 a.m.-4:30 p.m.

United States Capitol

9 a.m.-4:30 p.m. Sundays and holidays, 9 a.m.-4:30 p.m.

Pan-American Union

9 a.m.-4 p.m. Closed Sundays and holidays.

National Education Association

8:30 a.m.-4:30 p.m. Wednesday, 8:30 a.m.-3:30 p.m. Saturday, 8:30 a.m.-12 o'clock noon.

United States Office of Education

9 a.m.-4:30 p.m. Saturdays, 9 a.m.-1 p.m. Closed Sundays and holidays.

United States Chamber of Commerce

9 a.m.-5 p.m. Closed Saturdays, Sundays and holidays.

Arlington Cemetery

Sunrise to sunset, including Saturdays, Sundays and holidays.

Lee-Custis Mansion in Arlington

9 a.m.-4:30 p.m., including Saturdays, Sundays and holidays.

White House

10 a.m.-2 p.m. Closed Sundays and holidays.

Bureau of Standards

Sight-seeing tour through building begins 2:15 p.m. Closed Saturdays, Sundays and holidays.

Naval Observatory

Thursday evening, 8-10 p.m., if clear. See superintendent in advance.

Senate and House Office Buildings

9 a.m.-5 p.m. Saturday and Sunday, 9 a.m.-4:30 p.m.

Corcoran Art Gallery

Monday, 12 o'clock noon to 4:30 p.m. Other days 9:30 a.m.-4 p.m., except Sunday and holidays, 2 p.m.-5 p.m.

Old Christ Church, Alexandria

9 a.m.-5 p.m. Sunday, 9 a.m.-1 p.m. Holidays, 9 a.m.-5 p.m.

Alexandria

Washington Lodge, Alexandria, 9 a.m.-4 p.m. Closed Sundays and holidays.

Carlyle House, Alexandria

10 a.m.-5 p.m. Closed Sundays and holidays.

Oldroyd Lincoln Museum

9 a.m.-5 p.m. Sundays and holidays, 10 a.m.-4:30 p.m.

Army War College

9 a.m.-4:30 p.m., including Saturdays, Sundays and holidays.

Folger Memorial Library

Hours not established.

All Government Offices

9 a.m.-4:30 p.m. Saturday, 9 a.m.-1 p.m. Closed Sundays and holidays.

Freer Art Gallery

9 a.m.-4:30 p.m., including Sundays and holidays. Closed Monday.

United States Naval Academy, Annapolis

8 a.m.-3 p.m. Mondays, Tuesdays, Thursdays and Fridays, 8 a.m.-4:30 p.m. (drills).

Cathedral of St. Peter and St. Paul

Sunrise to sunset, daily.

Army Medical Museum

9 a.m.-4:30 p.m. Saturdays, 9 a.m.-1 p.m. Closed Sundays and holidays.

ment of \$10,000,000 for the maintenance and operation of the library. The memorial includes a complete Elizabethan theater modeled after the show houses of Shakespeare's time.

Across the street from the Folger Library steam shovels are eating away a great excavation for the foundation of the new \$15,000,000 home of the United States Supreme Court.

When convention visitors who arrive by train step upon the Union Station Plaza they will see

itors' galleries is granted any time Congress is in session, but mid-afternoon usually offers the most favorable opportunity to see the House and Senate at work. Visitors may be more certain of seats if they call in advance at the offices of their Congressmen or Senators for admission cards.

The black robed justices of the Supreme Court may be seen seated behind their long bench in the Supreme Court room near the Senate on the main floor, if the open door of the chamber used by this



Constitution Hall is a part of the headquarters of the National Society of the Daughters of the American Revolution. Here the general sessions of the convention will be held.

at once approximately \$200,000,000 worth of activity in the direction of the Capitol itself. On the Capitol-Union Station Plaza is being elaborated a plan that has been under consideration for half a century. Halfway between the Union Station and the Capitol there is already in place the reflecting pool in which will be mirrored the Capitol dome. Also in this area is the magnificent new fountain which experts say rivals the fountains of the "Sun King" at Versailles. This fountain is on a terrace beneath which is an underground garage for the use of members of the Senate. Beyond the Capitol the new House Office Building is in the last stage of completion.

Many convention visitors will wish to learn about or to renew their acquaintance with the vital governmental activities carried on in this center. The seventy-second Congress will be in session. Crowded galleries will look down upon our representatives engaged in the solution of the most trying problems faced by this assembly since the dark days of the Civil War. Admission to vis-

itors' galleries is granted any time Congress is in session, but mid-afternoon usually offers the most favorable opportunity to see the House and Senate at work. Visitors may be more certain of seats if they call in advance at the offices of their Congressmen or Senators for admission cards.

The Capitol visitor will wish to see the historical paintings of John Trumbull and others in the rotunda under the great dome; also National Statuary Hall crowded with marble and bronze figures, memorials to those who in life were wont to raise their voices in defense of human right in these very chambers. None will wish to leave the Capitol without seeing the President's room, used chiefly for the signing of bills in the closing hours of the sessions of Congress.

Across the Capitol Plaza is the Library of Congress, directly in front of which is the Court of Neptune fountain, where sea nymphs, sea horses and sea serpents pay the bearded monarch tribute.

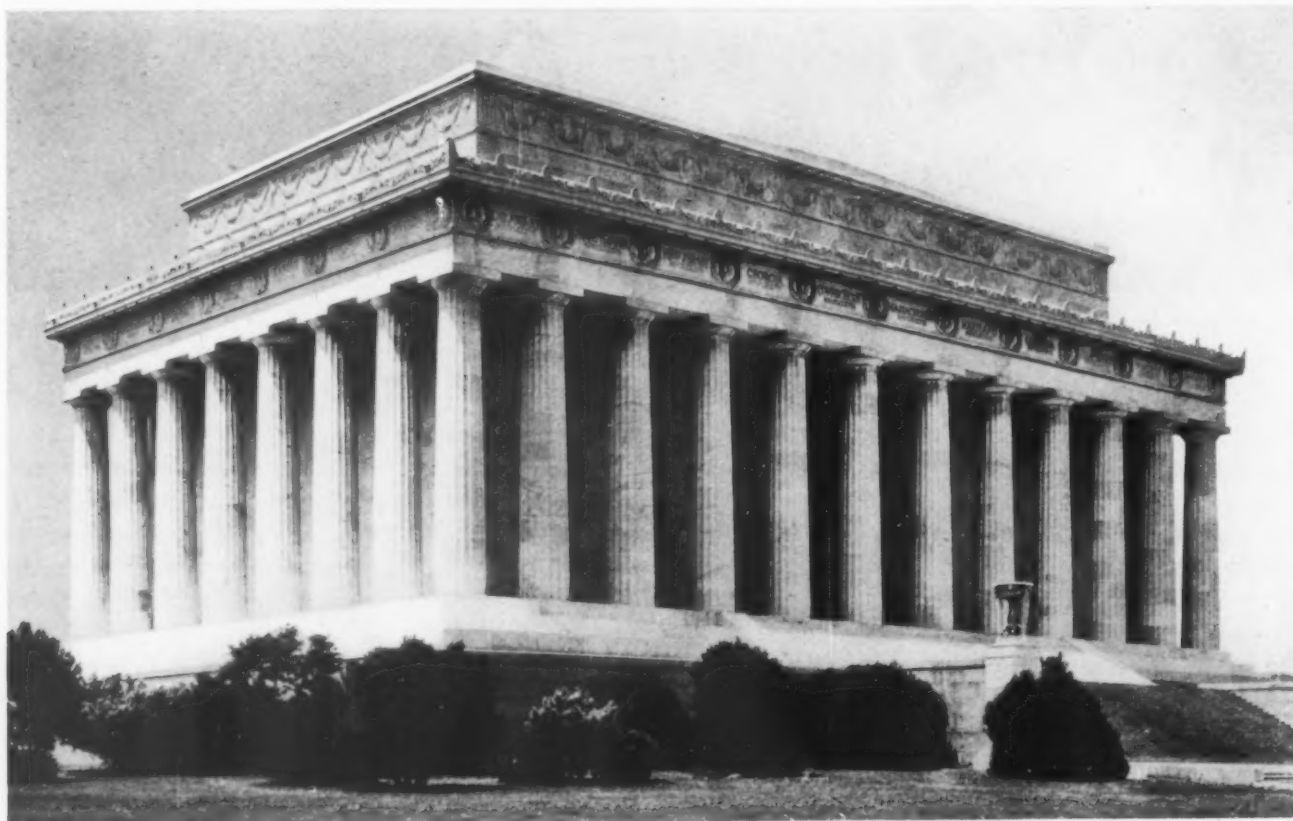
No one has ever described the Congressional Library, and no one ever will. Its dazzling composition of all the arts makes one think its creators must have gathered high lights from all the splendor of the ages of barbarism and culture and assembled them here to make previous efforts look cheap and mean. In the nine stories of book stacks are 2,000,000 books. The ultimate capacity is 2,000,000 more. Two copies of every copyrighted book published in the United States must be deposited there. If a book is not available in the Library of Congress, why a Congressman has it out! In the map section may be seen a map of any place, anywhere and almost of any time.

The visitor who hasn't time to enter the reading room will wish to see some of the rarer books, which are often displayed in the glass cases on the second floor. Most notable of these is the Gutenberg Bible, recently acquired with the Vollbehr collection which cost approximately \$1,500,000. Across the court from it, in appropriate mountings, are the original copies of the Declaration of

made to historic shrines as part of the convention program. Many informal journeys will be made between convention sessions.

Sunday afternoon, February 21, these pilgrimages begin. One delegation will go to the Washington Monument under the leadership of Edwin C. Broome, president, Department of Superintendence. The monument is one of the most imposing structures in the capital, a part of a hundred vistas within and without the city, and may be seen many miles away outlined against the sky. It is interesting in itself, and from its 500-foot vantage point may be seen the colossal building program under way throughout the capital.

On the same day a delegation led by Norman R. Crozier, vice-president, will visit the tomb of the Unknown Soldier. This memorial to our heroic dead has been altered greatly since the superintendents gathered round it in 1926 to pay tribute to the Unknown Soldier. They will find in the process of construction an approach to the Arlington Amphitheater, for the grandeur of which there



One of Washington's most beautiful shrines is the Lincoln Memorial, a white marble temple set in spacious grounds.

Independence and the Constitution of the United States.

The program of the sixty-second annual convention of the Department of Superintendence will have a distinctly patriotic note. The convention opens on the two hundredth anniversary of George Washington's birth. Formal pilgrimages will be

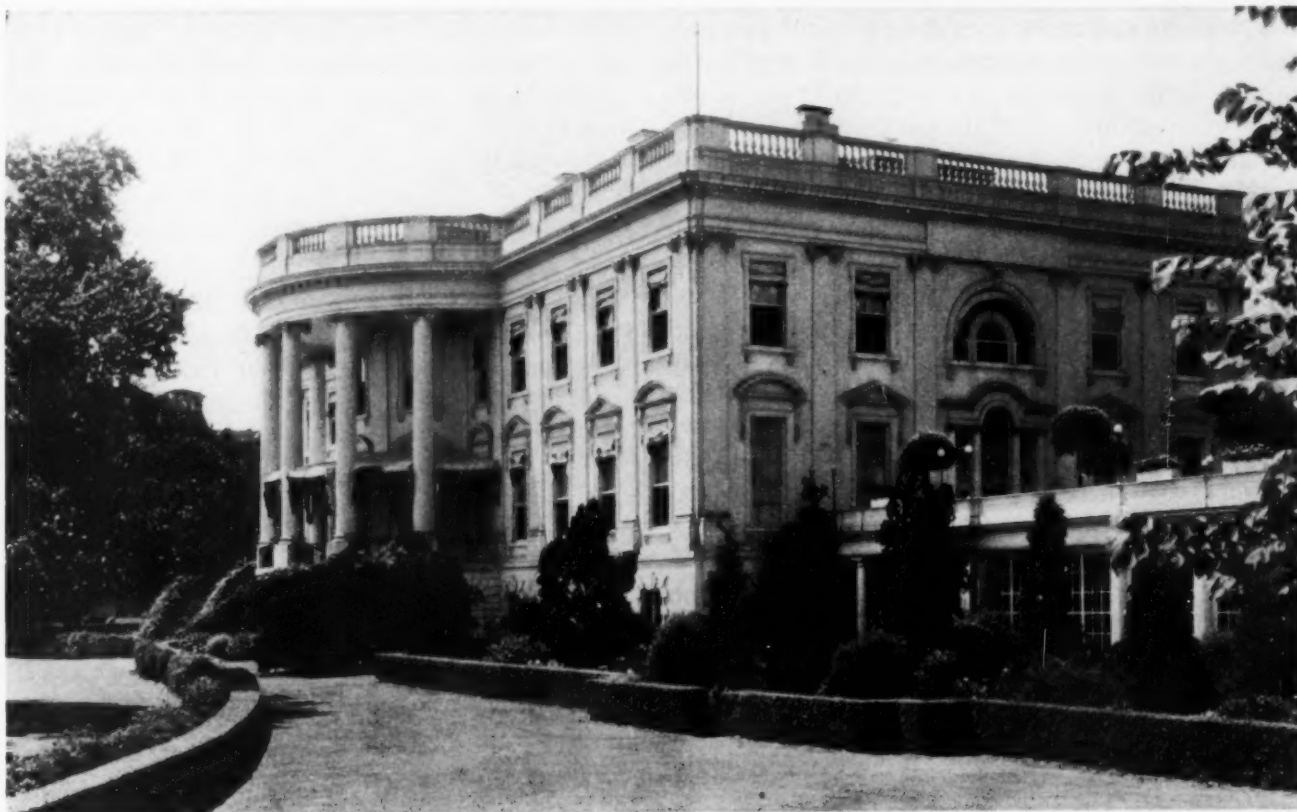
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ornamented with symbolic figures. Its dignity and strength are indicated by the fact that the die piece upon which the figures are being carved is one of the largest blocks of marble ever quarried.

Many of these who make the pilgrimage to Arlington will also visit the home of Robert E. Lee, a few hundred yards north of the amphitheater

granite suggests the nobility of Washington's character and the permanence of his contribution to his country. It was modeled after the famed Pharos of Alexandria, Egypt, the beams of which guided mariners safely to harbor.

No series of patriotic pilgrimages in Washington would be complete without a journey to the



The executive mansion is of interest to visitors not only because of its national significance but because it is one of the country's most beautiful examples of eighteenth century architecture.

and the tomb. This fine colonial mansion, the facade of which is modeled after the Temple of Theseus at Athens, has been recently restored and furnished with household and other relics of the Lee family. A visit to the Lee mansion is particularly appropriate during the Washington bicentennial observance, because of the connection of the mansion and of the Lee family with the Father of Our Country. Mrs. Robert E. Lee was a great-granddaughter of Martha Washington.

Another appropriate Sunday pilgrimage will be made to the Old Christ Church at Alexandria, Va., where Washington was a vestryman and attended Sabbath services the latter days of his life. This group will be led by Herbert S. Weet, Rochester, N. Y. Some who choose this pilgrimage will wish to see other points of interest in Alexandria. Among those which may be visited on Sunday is the new National Masonic Memorial to George Washington. Rivaling the monument itself as a memorial, this unique 200-foot pile of dark gray

Lincoln Memorial. George C. Bush, South Pasadena, Calif., will head the group selecting this pilgrimage. Here again a white marble temple reflects the best in Greek architecture. Its beauty is greatly enhanced by its setting. With open spaces on all sides, there are no other structures to detract from its classic lines. Its entrance looks out upon a mirror basin which reflects the great obelisk dedicated to George Washington. From the monument the pool mirrors the Lincoln Memorial. So our nation links the memories of our two greatest leaders.

The superintendents will make the most impressive pilgrimage to Mt. Vernon, Monday afternoon, February 22. Here President Edwin C. Broome will lay a wreath for the Department of Superintendence upon the tomb of George Washington, and President Florence Hale for the National Education Association, will pay the same tribute at the tomb of Martha Washington. Fitting ceremonies will be held on the great porch of Mt. Vernon.

This is an appropriate time for the leading educators of the nation to recall the high character of our pioneer patriot. With the nation and the world threatened by economic and political chaos, the morale of our people may be strengthened by the inspiration of his faith and courage. His reverence for the good and holy is a rebuke to flippancy and disrespect for constituted authority. His strength and endurance are a plea for patience and unswerving determination in the face of hardship. His joy in living is a tonic to those whose hope of happiness and prosperity is weakening. To communities throughout the entire nation the members of the Department of Superintendence may carry a renewed sense of appreciation for the fineness of character upon which our country is built, and through the continued development of which it may be maintained.

There await in Washington a hundred other opportunities to gain a new sense of the nation's activity and power. Between the busy sessions of a great convention, delegates will find time to take advantage of these opportunities.

Open House in New N. E. A. Building

The United States Office of Education, in the Department of the Interior, will receive many visitors. Here three great national surveys of greater extent than any ever conducted by this office are under way. The National Education Association in its new seven-story headquarters will be at home to members, who may see various divisions of the headquarters staff at work on problems, the solution of which is vital to the welfare of the schools in this trying period.

A general tour of the city will be a favorite recreation. Those who seldom visit the nation's capital will be interested in its parks, playgrounds, broad avenues, fine statuary, beautiful churches and its hundreds of public monuments. The Smithsonian Institution and the New National Museum are great educational centers.

The Pan-American Building, dedicated to friendly relations with the Latin-American Republics, will interest the lovers of fine architecture.

The Corcoran Art Gallery is noted for its paintings and sculpture, the American Red Cross building for its architectural beauty and for the noble work so effectively administered there. The general sessions of the convention will be held in Constitution Hall and some of the departmental sessions in Continental Hall, both of which, owned by the Daughters of the American Revolution, are among the most beautiful buildings in the city. The convention exhibits displayed in the Washington Auditorium will be of unusual helpfulness this year, because of the great economy and care

which superintendents must exercise in the selection of equipment and supplies.

Among other places of general interest is the Bureau of Engraving and Printing, where all the paper dollars we carry, all the postage stamps we lick and all the government bonds we own, if any, are made. Visitors are no longer shown the vaults in the United States Treasury building, with their gleaming real gold bricks and bags of coins, but the museum is of some interest.

Some who come by auto may visit outlying points other than Alexandria. Among near-by places of interest are the United States Naval Academy at Annapolis, Md., thirty-five miles from Washington; Fort McHenry at Baltimore, a forty-

CIVIC CLUB LUNCHEON MEETINGS

Weekly Luncheon, Rotary Club, Wednesday, 12:30, the Willard Hotel.

* * *

Weekly Luncheon, Kiwanis Club, Thursday, 12:30, the Washington Hotel (10th floor).

* * *

Weekly Luncheon, Lions Club, Wednesday, 12:30, the Mayflower Hotel.

* * *

Weekly Luncheon, Exchange, Wednesday, 12:30, the Carlton Hotel.

mile journey; Pohick Church on the Richmond Highway; Harpers Ferry southwest of Frederick, Md., on the National Trail Highway, and the many battlefields within fifty miles of Washington.

Delegates to the convention will be impressed by the nation's power and activity, unusual evidences of which may be seen on every hand. They will be inspired by the energetic measures our leaders are taking to pilot the nation through one of its most troubled seas. Most of all they will be conscious of the great obligation that rests upon them to contribute to the national welfare by protecting the rights of childhood. Much of the work of this convention will be devoted to plans for meeting the emergency in education. No glorious past, no energetic and intensely active present, can compensate for an unstable and uncertain future. It is with this future that the superintendents will be chiefly concerned at their meetings. While for the superintendents it is an opportune time to be in the nation's capital, for the nation it is opportune that these educational leaders are meeting here, conscious of their great obligations and seriously working to fulfill them.¹

¹Credit for the illustrations in this article is accorded to the C. O. Buckingham Company and H. H. Rideout, Washington, D. C.

Interpreting the Secondary School to Its Community

In planning and carrying out an effective public relations program, the secondary school principal must carefully consider the wide economic, social and ethical factors that influence his school

By ARTHUR B. MOEHLMAN, Professor of School Administration and Supervision, School of Education, University of Michigan

EVERY new movement has its superenthusiasts. They sense the general idea and select from it that which is most directly appealing and particularly most spectacular and proceed to carry it to extremes. Sometimes this fact severely handicaps an inherently valuable movement. The activity of a public relations program is no exception.

In the secondary school field, public relations appears to have been expressed largely in the past few years in both low pressure and high pressure publicity in the daily press. The method of appeal varies with the basic policy of the particular paper. If a visitor from a foreign country, entirely unacquainted with the system of public education in the United States, were to write his impressions of our schools from typical newspaper publicity most of us would be amazed at the outcome. When we take into consideration the layman with his meager knowledge of what education is all about it is difficult to see how his reactions can be anything but confused.

What Is a Public Relations Program?

Any discussion of public relations must be approached in terms of the general problem, of which publicity is only a single and not the most important phase. A school public relations program is community education with respect to the purpose, value, conditions and needs of its public schools. Its purpose is not selfish. It has no ulterior motives. It must be carefully dissociated from propaganda. It is merely a recognition of the need for the dissemination of factual information under conditions that have made the older method of verbal reporting to the community inadequate. Contrary to the beliefs of some of our high powered publicity men, I believe that it has two aspects, both of equal importance. Interpretation of the schools to the community is one phase and inter-

pretation of the community to the schools is the other.

The immediate consideration is the place and the activity of the secondary school principal within this activity pattern. Since his functional position is that of a professional executive carrying out procedures for only a part of the entire educational program, he is not responsible or legally capable of making policies. The development of policy is truly an executive activity in which superintendent, principals and teachers all share under a democratically organized plan, but the actual approval and adoption of policy is the legal prerogative of the popular representatives, the board of education.

Responsibilities the Principal Must Carry

The secondary school principal's public relations duties are in general similar to those of the elementary principal except that they vary in detail and in scope. They may be sequentially expressed as ten major activities: (1) conducting a continuing sociologic survey; (2) selecting possible agencies for particular uses; (3) surveying and analyzing possibilities of the teaching and nonteaching agents under his direction; (4) selecting possible community agents, organized and unorganized, as a district nucleus; (5) planning the organization of agents and agencies and developing specific programs; (6) training the teaching and nonteaching agents; (7) executing the program; (8) surveying the results of the program; (9) appraising the results and modifying the program in terms of this appraisal, and (10) locating, reporting, analyzing and remedying trouble spots.

The first problem is the social survey, which provides the basic information on which a school system may operate. It is essential to determine the racial, religious, economic, political, educational and cultural status of the secondary school

district. The secondary school sphere of influence is much wider and much more diversified than that of the elementary school. A junior high school will draw from at least four elementary buildings and a senior high school from approximately four junior high school districts or sixteen elementary districts.

The relative homogeneity that features the elementary school district is replaced in the typical city or large district secondary school by wider economic, social and ethical differences. In addition, the secondary school serves a different age group where the parent-child relationships are somewhat different from what they are during preadolescence. Since the problem is much more complicated than in the elementary school it is doubly essential that the secondary school have adequate social data as a basis on which to build the public relations activity.

Although the problem is much more complicated, the means of making the survey are relatively easy. Every elementary school, in which a public relations program has been developed, should have a complete social survey of its district. These data may be assembled by the secondary school and a composite pattern developed for the new and larger district. In addition, the records of the secondary school should indicate special differences, individual and group conflicts and the story of past failures. Through home contacts the attitude of the parents to the secondary school and their level of understanding and appreciation may be carefully determined. These data may be developed graphically by maps that indicate the economic, social, racial, educational, religious and cultural composition of the community. Trouble spots and conflicts may be indicated. Other extensive records may be kept that will tell at a glance the condition of the district.

Suiting the Program to District Needs

Whatever may be accomplished ultimately in public relations, it is first essential for the administration to know thoroughly the conditions in the district. Many errors will be prevented and much lost effort avoided if this primary need is thoroughly met. Success in public relations depends more on knowledge gained through surveys and on the development of a program specially fitted to district needs than on "ballyhoo" and noise.

The second step in the program is the selection of agencies. Information concerning their availability will have been determined through the social survey. Each of the possible agencies should now be studied, considered and given a definite place in the plan. Means for bringing each type into closer relationship and harmony with the

public school must be developed. In this specific field the secondary school public relations program differs greatly from that of the elementary school. If the district has been planned logically, it may represent a regional unit with fairly complete social and economic activity. Luncheon clubs, improvement associations, social service organizations, women's clubs, fraternal orders, youth groups, newspapers and many other types of activity may exist.

How Mother Groups May Be Utilized

While the parent-teacher association may be an extremely effective agency in elementary education, it is not so successful in the secondary field. Possibilities of replacing the secondary parent-teacher groups with smaller mothers' clubs, home room groups, or individual parent-teacher conferences should be carefully studied in each situation. The chances for success are greater if these mother groups are planned in relationship to the elementary district in which they live. If the elementary program has been effectively developed, they are already acquainted with each other and are accustomed to the neighborhood group. The transition of this smaller group intact to the secondary school has fewer difficulties than an attempt to create a larger parent-teacher organization from diverse social elements. It is impossible to tell exactly what should be done in any given situation. There are too many social and economic variables. Each district must solve its own detailed problem.

After a thorough knowledge of the district possibilities has been gained and the general plan roughly developed, the third step is the selection of agents. Teaching and nonteaching personnel must be carefully studied with respect to all possibilities. Background, training, personality, likes, dislikes, special abilities and community relationships all require consideration. Every agent should be used in some phase of the program. The participating agents in the well organized secondary school will include the staff, the instructors, the clerical workers, the custodians and engineers, the visiting teacher and the school nurse. Some of these are eminently fitted to maintain community contacts through general association. Others will work better in intimate parent-teacher-child conferences. Still others have special gifts that make them excellent educational agents through their ability in oral or written expression. Whatever the specific talent of any individual, there will be a definite place for him in the general program if selection is carefully studied.

Survey of the possible personnel also includes a study of the district leader group. It is difficult to carry on a complete public relations program

without using community agents. Intelligent and effective key men and key women are essential. These must be selected with great care and with due reference to their relationship to specific localities and interests.

The principal may now plan the program in terms of exact knowledge of conditions, possible organized agencies and personnel. In this respect it is desirable to emphasize the fact that the ultimate objective of the public relations program should be the education of each individual to the purpose, value, conditions and needs of the schools. A well balanced program will attack the problem from many angles, but ultimately it should result in closer contact and better understanding between the school and the home.

The problem of home contacts and school contacts must therefore be featured. The logical procedure is the development of active interest, cooperation and understanding through parental visitation and conference. The visiting teacher, the nurse and the socially capable instructors may initiate and carry on home contacts. Every instructor must be capable of encouraging, stimulating and maintaining effective school contacts. Techniques must be considered whereby every parental contact is a positive one. Conflicts must be avoided. The building of the program will proceed effectively and intelligently if the democratic method is used. While the principal may lead and direct, the major work and probably most of the suggestions will come from those who are intimately in contact with field conditions, the classroom teachers, the visiting teacher, the nurse and the building custodians. In building the plan it is desirable to sketch first the rough outlines of the entire structure and then proceed slowly to fill in the framework with detailed activities, each specifically planned to contribute to the major objective.

Much Depends on the Personnel

The success of any venture, no matter how skillfully conceived and intelligently developed, depends finally on the attitude, ability and skill of the personnel involved. The basis for success is the effectiveness of the personnel training program. In this field the principal must be responsible. As director of the entire instructional program, of which public relations is only a single phase, he must be able to instruct the personnel with respect to the entire field of problems, the basic necessity for the program and the technique of execution. In this activity he may be assisted by outside specialists and by key teachers, but the duty is essentially his and the outcome of the program will depend on how well he performs this

task. The details of procedure must be developed by the individual school.

One of the most difficult problems in the training program is changing the institutional set. Any program of community education must proceed on the assumption that both parties, the parent and the school, may be equally right. Starting from that base, harmonization of opinion is reasonably possible. The most typical present day assumption is that the institution is always right. The academic tradition has unfortunately developed a concept of instructor and institutional infallibility that creates a peculiar attitude. The public school exists by no divine ukase. The public school is not a perfect institution. Generally speaking, the chances of being wrong are not completely on the side of the parent. Let us recognize this situation and attempt to develop the psychologic attitude that "the parent is always right." If we start from this point, conflict between the school and the parent will be less likely to develop.

Why Harmony Is Necessary

This concept does not mean that the institution abrogates its authority. It does mean the establishment of the concept that education of both parent and child can proceed only under harmonious conditions entirely devoid of emotional conflict. It represents an attitude and a technique for listening and for avoidance of conflicts. Recognition of the need of harmonization of opinion and mutual confidence as a basis for effective education is extremely important. Heretofore most of our techniques have been built on the assumption that the institution and the professional executives need protection. The underlying psychology of community relations does not recognize this assumption as valid.

Since the public relations activity presents a teaching problem even more intricate and under less control than the regular curricular activities, the same degree of skill and attention to detail must be used in the training program. Program outlines, teaching suggestions, bibliographies and an adequate professional library are indicated as essential. After the general idea has been developed key teachers may work with different sections and with different types of education. Home contacts, school contacts, building use, developing social nucleuses and direct publicity in the school, neighborhood and community press all differ in treatment and method and require different techniques. Every phase of the program must be considered and every phase taught to the participating personnel.

In the field of public relations it is well to make haste slowly. Patience, or the ability to wait, is one

of the important factors. In planning for the long swing in community education, it is well to forget completely the psychology of the high pressure type of publicity so typical of activity in this country. An attempt should not be made to put a program into execution in its entirety. Those in charge should proceed slowly and should build with certainty those phases immediately under professional control. In the field of direct publicity, it is desirable to consider quality of material and not column inches. If the ultimate objective is constantly kept in mind, it will be easier to avoid some of the cheap, unworthy and frequently distorted views of the public school program that now grace many of our newspapers. Direct publicity should not be stressed immediately. Far more permanent results will accrue from effective and direct home and community contacts.

The Program Must Proceed Slowly

The attainment of objectives in public relations is a relatively slow process. The basic purpose of the activity is teaching and not propaganda. While the emotional possibilities must be considered, it is wiser to organize them over a five and ten-year period rather than for ninety days, a semester or a school year.

The execution of the public relations program should therefore proceed slowly and by the piecemeal process. Haste and the suspicion of propaganda or selfish personal aggrandizement should be avoided. Many serious mistakes are made through overeagerness and too much speed. Patience is a vital element in success.

End Results That Can Be Expected

It is exceedingly difficult to appraise the results of a public relations program with complete objectivity, and possibly it may never be possible to do so. This condition need not, however, mitigate against recognition of the need for constant appraisal. There are certain rough indexes that may be considered end products. These include the community attitude towards the schools, the absence of community conflict, better understanding between parent, child and school and the relative recognition of value as determined by the finances available for the program and by numerous other criteria. The end results of a public relations program should be a better understanding and appreciation of the purpose, value, conditions and needs of public education and an increased community and a heightened professional morale, all of which should serve better the vital purpose of the educational process—the production of personalities well integrated for effective living and for effective contribution to the betterment of society.

Choosing Sites That Meet Present and Future Requirements

In the selection of school sites the major problem is to choose those that will contribute to the fullest toward carrying out the functions of the school, says W. W. Theisen, assistant superintendent of schools, Milwaukee.

Thousands of school grounds in the cities of this country are poorly adapted for carrying out the present day purposes of education, he says. Only great expenditures of money can correct them. In planning school sites an account should be taken of the educational and recreational facilities provided by the community outside of the schools. Administrative and curriculum policies must likewise be taken into account. Schools with extensive health programs will utilize more space than those with limited programs. With the disappearance of vacant corner lots increased provision for play must be made at public expense.

Mr. Theisen continues: "The most difficult problem in choosing school sites in growing cities is to predict future needs with accuracy. In the past our estimates have proved too small in periods of prosperity, and too large in periods of depression.

"One of the factors to be considered in locating schools is the area necessary to produce a school of efficient operating size. This in turn determines the spacing of the schools and the distance children living at the extremes must travel. Plans for the ultimate location of schools should always be made with the natural boundaries of the territory in mind.

"Information as to what amount of space children of various ages can profitably use needs to be determined. Sound reasoning points toward the advisability of purchasing sites larger than present demands would indicate are necessary.

How to Purchase the Site

"Whether land for school sites should be acquired by direct purchase or through condemnation is sometimes a question. The chief objection to condemnation is the time it takes. It does, however, serve as a safeguard against charges that those making the purchase may be actuated by personal or political reasons. Its chief virtue is in the fact that it serves as a threat to property owners who have inflated ideas as to the value of their holdings. For speed the direct purchase method is far superior. To guard against charges of extravagance or favoritism a board should base its choice upon a careful survey as to the proper location and ultimate need. It should then secure an impartial appraisal by men of unquestioned standing in the community before making the purchase."

Analyzing the Uses of Quieting Materials in Schools

With the acceptance of newer methods of teaching has come the development of a fitting environment for these methods; in this development, the use of sound absorbing equipment has played no small part

By RICHARD J. ROUNTREE, Calumet City, Ill.

PHYSICAL equipment always plays an important part in the work of a school. The improvements in school buildings during the past twenty or thirty years are striking evidence of the attention that is being given to this phase of educational development. Vast sums are expended annually to give teacher and pupil a proper environment and the most effective tools for their task. Experimentation in educational procedure frequently has meant experimentation with equipment. This article concerns a form of physical

equipment that is probably unfamiliar to many educators.

This equipment includes the various forms of quieting or sound absorbing materials which are serving a variety of purposes in schools, offices, theaters and other public buildings. This material appears in two common forms—tiles and plaster. Tiles are composed of various sound absorbing substances which have been compressed into flat blocks suitable for installation over old type ceilings. Acoustical plaster is a special form of plaster



Quieting materials have been effectively used in the lunchroom at Grosse Pointe High School, Grosse Pointe, Mich.

which may be applied to walls and ceilings in place of ordinary plaster. Either form of this material will absorb a large part of the noise or excess sound that is present in the room in which it has been installed.

In recent years acoustical and quieting materials have been installed in numbers of schools and the results have been worthy of consideration. Noise absorbing materials have been used in many classrooms, especially in commercial rooms where typing is taught, in halls and corridors, in cafeterias and in tank rooms and gymnasiums. Similar material has been installed in music rooms and auditoriums for acoustical correction purposes. The results obtained seem to have justified the expenditure involved. Certain new developments in the field of education point strongly to a careful study of the subject. Let us first consider the use of quieting materials in classrooms.

How Noise Affects Teacher and Pupil

It is not my purpose to discuss in this article the scientific action of quieting material in hastening the "decay" of sound and in lessening the reverberation in the classroom in which it may be installed. Instead, attention will be paid to the resulting effect on pupil and teacher. It is this effect, of course, that should be the deciding factor when an installation is being considered.

Noise is undesirable in a classroom. Sometimes a greater amount of teaching effort and teaching time is devoted to subduing noise than is given to teaching. Such a situation is of course wrong. Noise is a hindrance to teaching because it makes concentration, attention, industry and even hearing very difficult.

One of the greatest contributions the modern school can make to a pupil is to teach him how to concentrate. The adult, who has achieved this ability, little appreciates the difficulty experienced by the teacher and the pupil in training the young mind to confine its activity to a single subject. This disciplining of thought and mental effort is a new and troublesome experience, frequently unwelcome and unpleasant to the pupil. Noise or confusion of any sort makes it doubly difficult. Without doubt many pupils never acquire the ability to concentrate as they should. Great numbers of children found in "retarded" or "special help" classes and in institutions for backward children are obviously unable to concentrate to the same extent as the normal child. One of the most successful treatments for these backward children is to provide for them surroundings and conditions that are conducive to study.

Even the most brilliant pupil is not immune to the disturbing effect of noise. No growing child

can develop the mental "hardness" needed to shut out its disturbing effect.

Noise frequently interferes with accurate hearing. In a reverberant classroom an astonishing amount of class procedure is not heard correctly. I have repeatedly asked the members of a class how many of them could clearly understand what one of their number was saying. As many as 50 per cent of the class were missing part of the recitation. This occurred in a room of ordinary size with an average class present. The building was new and above normal in cost. Poor acoustical conditions were undoubtedly responsible.

Recently I attended a faculty meeting held in a classroom on the first floor of a new, modern high school building. It was a warm day and the windows facing a street were open. Street noises scarcely noticeable outside the building attained an annoying intensity inside the room. Although I was seated not twenty feet away from the superintendent in charge, it was impossible for me to hear everything he said. Faculty discussion was carried on under difficulty. The room was of ordinary classroom size and the teachers in attendance were quiet. Yet their mature voices could not be clearly heard. Traffic on the street near-by was light and included no street cars or trucks. Only one inference may be drawn from this experience: large numbers of pupils were missing the major part of their class procedure in that room. No "economy excuse" could justify such a situation.

Teachers are in a peculiar dilemma with regard to noise. They realize the harmful effect; yet, if they are to conduct a class which is spontaneous and vigorous, they are confronted with unwanted confusion. Spontaneity and life in class procedure are the goal toward which every teacher strives. If he can have a classroom in which quieting material is installed, he will have a room in which hearing is easy and accurate. An industrious, lively, enthusiastic class no longer produces an uproar. The classroom becomes a place where lifelong habits of concentration and industry may be formed.

Encouraging Order Through Quiet Rooms

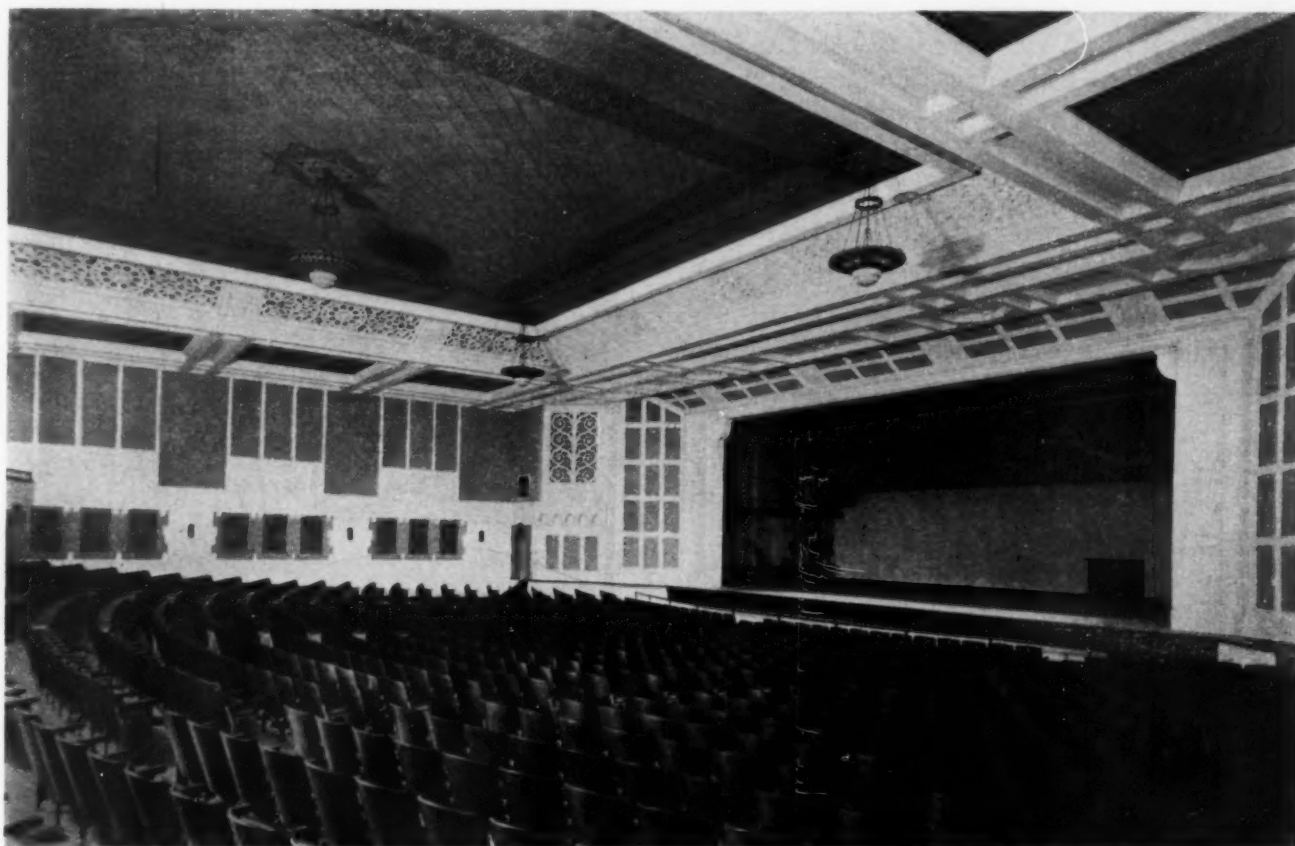
Typing rooms are probably the noisiest classrooms in a school. Typewriters are close together, and unless there is quieting material in use the confusion in the room will rival that of a busy office. If capable stenographers are handicapped by confusion, as they are, it is doubly difficult for a pupil to master his machine under similar conditions. Commercial teachers who have to work under the added strain of this noise do not have the nervous energy to give to their work that they would have in a more quiet room. A room made

quiet would undoubtedly result in a higher grade of teaching. Many pupils, especially girls, have poorly controlled nervous systems. Pupils of this type may be actually harmed by the hours of noise encountered in a typing room. As in other classrooms, an installation of quieting material does away with much of the noise. Pupils and teacher hear each other more easily than before and the nervous pupil undergoes far less strain.

When many visitors on casual trips about schools enter a gymnasium or tank room, they probably wonder how it is possible for so much noise to come

Teachers have been aware of this situation for a long time, but there seemed to be no solution. Gymnasium work was essential but the after effects were frequently harmful to academic work. Quieting material goes a long way in remedying such a situation. With an installation present, a tremendous amount of noise disappears. Pupils can go through the same routine as before, but no overpowering noise is created, and the pupils' state of high pitched frenzy is replaced by healthy relaxation.

Halls and corridors in the average school rival



By the use of sound absorbing materials hearing is made easy and accurate in the auditorium at Great Falls High School, Great Falls, Mont.

from the number of pupils present. Educators know that every boy and girl needs daily exercise and recreation. They know that there should be some opportunity to "let out" the stored up physical energy. That is what gymnasiums are for. Noise in too great volume, however, produces a most regrettable reaction in pupils. It seems to create a desire in young boys and girls to throw away all restraint and self-control and to "run wild." Gymnasium work becomes not the release of energy but the creation of pandemonium. When it is time for these pupils to return to class, their nervous systems are under little or no control. Then for the next hour the classroom teacher has the unenviable task of quieting them.

gymnasiums in noise and confusion. Unfortunately they are so constructed as to prolong and intensify sounds. A small amount of noise attains nerve racking intensity in such a place. Periodically throughout the school day all pupils must pass through the halls. Educators have resorted to all manner of policing systems in an effort to control the resulting confusion. Their knowledge of psychology tells them that noisy places inevitably suggest lawless and boisterous conduct to the pupil. Similarly, a quiet place prompts orderliness.

Educators frequently discover this disappointing situation—that a pupil after considerable effort in a classroom is able to concentrate fairly well on some subject. It is an important achievement

and of great value to the pupil. Then comes a trip through a noisy corridor. The pupil's mental poise is rudely shaken and a large number of foreign stimuli clamor for attention. In short, the newly attained ability is largely lost. If pupils could spend the greater part of their time in quiet surroundings, there would be far less interference with the formation of proper study habits.

Why Music Rooms Should Be Acoustically Perfect

One of the places in a school where quieting material is of the greatest value is in the corridors and hallways. Architecturally they are the least efficient part of the school in absorbing noise. It is safe to assert that there is no school that would not be benefited by the installation of quieting materials in hallways and corridors.

Most schools have libraries and study halls in which there is no class procedure and where the maximum quiet is maintained. Many school libraries represent large investments. Well paid librarians are in attendance to assist pupils in their work and to preserve quiet. With the large number of pupils present which is customary this latter task

or more rooms for restaurant use but in countless numbers of older buildings some out-of-the-way corner has been remodeled into a cafeteria.

Space is always a valuable item in the school building, and the cafeteria with its limited hours of use is usually small and crowded to capacity. Noise in the average school cafeteria is nothing short of terrific. Here, too, noise engenders bad habits and even affects health. The confusion present in the room, plus the large numbers of pupils present, suggests casting away restraint and "showing off." Bad table manners, rudeness, boisterousness, destruction of tableware and the nervous bolting of food are what the observer is likely to find. This hurried consumption of food is an especially serious problem, forming as it does a harmful health habit.

An installation of sound absorbing material would create a quiet dining room, suggestive of orderliness and proper conduct. There is no psychological urge for the person who is eating in such a place to hurry, and proper health habits can be maintained.

Music has had a more spectacular growth than



Music at Shorewood High School, Shorewood, Wis., is taught in a room that has been acoustically treated.

is a difficult one and never as successful as librarians would wish. An installation of quieting material would be valuable.

School cafeterias and restaurants are a common feature in thousands of schools. In a few new buildings the architect has purposely designed one

any other subject in the school curriculum. Vast sums of money are expended for it each year and it seems likely to rival athletics for popular attention. Most high schools have organized bands, orchestras and glee clubs. It has been necessary to set aside rooms for these organizations to use

for rehearsal purposes. The school auditorium is usually used but it is seldom sufficient for all school music.

The majority of these music rooms are poor from an acoustical standpoint. I have trained orchestras and similar organizations in rooms with

his share of training. In a rehearsal room such as I have described, it is possible for a member of a band or orchestra to play wrong notes throughout most of a composition and neither the director nor the pupil know it. In many cases, at least half of the organization that is being trained in this



Pupils in the typing class at Grosse Pointe High School can work in a quiet environment effected by the use of acoustical materials on the walls and ceiling.

acoustical properties so unfavorable as to have a marked effect on the work of a majority of the members. The average school music room is not large and is highly reverberant. In this type of room high tones are heard fairly well but middle and bass tones are distorted and obscured.

Unfortunately, those instruments or voices in the higher musical register usually "carry" the melody of a composition. The melody is always the most conspicuous part of music and the first to attract attention. When this melody part of music is heard clearly and easily most persons consider the acoustics of the room acceptable and the type of performance good. Yet a majority of the members of the organization are not playing or singing a melody part and their work is actually receiving no attention.

It is an easy matter to detect an error in a melody part, but it is not easy to detect one in the other parts. Yet every part is equally important and every member of such organizations should receive

type of room is not being trained at all. To make matters worse, neither the director nor the pupil may realize this. Pupils get into habits of playing wrong notes or singing out of tune and eventually make such poor musicians of themselves that there is little chance of their ever doing good work. This situation exists in a large percentage of schools.

There is scarcely a school music director in existence who has not had charge of an organization which after sounding "all right" in a rehearsal room has appeared highly discordant and unbalanced in a concert hall with good acoustics. Faulty training has been considered responsible whereas a poor rehearsal room was the real difficulty. Such experiences are not only embarrassing but they are also detrimental to the morale of both the director and the organization. They may lose the support of school patrons and result in much unfavorable criticism. School music is distinctly on a competitive basis to-day. It is something tangible whereby a school may be judged.

It is impossible to train any music organization well unless its director can hear the bass, middle and the upper registers equally well. To pay music teacher salaries and to buy equipment for bands and orchestras are the worst kinds of wastefulness if the director must work under acoustical conditions which conceal half the sounds he should hear. Every music room should be scientifically tested with regard to its acoustical properties and immediate steps taken to remedy any defect. The same material which produces quiet in other rooms will correct poor acoustics in music rooms.

To a great extent the same conditions that prevail in music rooms also prevail in school auditoriums. A majority of auditoriums have improper acoustics. When they are being used for rehearsal purposes they conceal and distort much that the director should hear. Consequently they hinder the development of music organizations.

Another feature is worthy of consideration. These auditoriums are frequently used for school assemblies during which concerts, lectures and other programs are presented to the student group. Unless these programs can be heard clearly and easily by every pupil some of their value is lost. Assemblies are expensive, in view of the time they take from the teaching day. Consequently they must be heard by all pupils if they are justifiable. A regrettable situation usually arises in auditoriums where acoustics are poor. Pupils who can hear only a part of the program in progress lose interest and resort to conversation with their neighbors or else follow other annoying pursuits to pass the time. All sorts of bad habits result, such as discourtesy, lack of consideration and rowdiness. Teachers try to preserve proper attention and order, usually without much success. They admit that the pupils are only reacting normally to the situation.

Making Concentration Easier

Acoustical correction is, of course, needed. By means of sound absorbing materials it is usually possible to make hearing easy and accurate throughout the auditorium. Noise produced by the ordinary commotion of an audience is easily absorbed and is not annoying. Speakers are clearly understood and music is not distorted. Pupil interest and attention are bound to improve.

For many years the chief function of a school was the dissemination of textbook knowledge. Pupils learned the contents of a variety of books, memorizing the most important facts, and were graded according to the amount and accuracy of the information retained. But in the past few years educators have realized that this system was inadequate and defective. Numbers of pupils who

succeeded outstandingly in school work were failures in their after life, whereas many a failure in scholastic work succeeded in the years to come.

There were countless complaints that schooling was frequently a handicap in business life. Earnest study of the situation has brought about a decided change in educational procedure. No longer is the assimilation of textbook material the sole aim in schools. Rather it is the attainment of certain qualities, habits and force of character which is the prime objective of the school. The ability to concentrate, to work intelligently and efficiently, to achieve mental poise and to do constructive, logical thinking, all are goals in modern education.

The Value of Favorable Working Conditions

The young pupil with untrained mind and unformed habits is highly susceptible to stimuli of every type. To him concentration is the shutting out of all these stimuli except one. To do this under the most favorable conditions is not always easy. When it must be done while he is surrounded by many other pupils, in the midst of confusion, it is an exceedingly difficult task. Anything, therefore, that reduces noise and confusion helps the pupil in his task of learning to concentrate.

Noise in itself has a bad physical effect. Much of our physical well-being is dependent on quiet nerves. The highly nervous individual is rarely as well as the calm, relaxed person. Noise is extremely irritating to the nervous system. Research proves noise to be one of the most destructive factors in city life. The high tension under which persons in the city work or play, the bad air, the lack of exercise and similar evils are all subordinate to noise in their deleterious effect on the individual.

Pupils encounter noise in gymnasiums, tank rooms, halls and classrooms. The daily portion of noise for each child is large. Quieting installations undoubtedly help safeguard the pupils' health.

Learning to work efficiently and systematically is invaluable to a pupil. Distractions of any sort are a hindrance to this learning process. Quiet is needed. To think in a logical, constructive manner is an unusual experience for many pupils. Teachers who are trying to help them in this new experience are handicapped by every foreign sound the pupils hear. Each sound is a distraction, something to replace their original effort. Great encouragement should be given to the teacher and the pupil and proper working conditions provided. Without doubt, quieting material installed in rooms where this modern educational process is in operation is essential equipment. The school thus prepared is fitted to function as a genuine education institution.

Individualizing Instruction in the One-Teacher School

By F. W. TRANER, School of Education, University of Nevada

This department of rural education is conducted by Helen Heffernan, chief, division of rural education, state department of education for California, Sacramento.

ALTHOUGH there is much to be said against the one-teacher school and though much progress has been made in the elimination of such schools through consolidation and transportation, there are still, according to recent statistics from the United States Office of Education,¹ more than 157,000 one-teacher schools in the rural communities of the United States. Seventy-two per cent of the rural schools are still of the one-teacher type. These schools enroll 3,500,000 children or one-third of all the children attending rural schools.

It is evident then that the numerous and difficult problems connected with the one-teacher school are still vital to 157,000 teachers and to 3,500,000 children. These problems cannot be dismissed with arguments in favor of consolidation. Desirable as consolidation is and vigorous as its advocates have been, it has not yet rendered the one-teacher school obsolete nor is it likely to do so in the immediate future. Even if the past record of consolidation continues, which is to be doubted since presumably consolidation has been effected where it has been most obviously possible, the one-teacher school is sure to continue in considerable numbers for at least another twenty-five or thirty years.

Difficulties That Present a Challenge

A discussion, therefore, of any one of the serious problems facing the one-teacher school is not untimely. Of these problems probably none has been fraught with more significance for the effectiveness of instruction or has caused greater perplexity to the rural teacher than that of preparing a good daily program. The essential difficulty presented by this problem lies in the fact that with

as many as six, seven, or eight grades, each of which is to recite in every one of the almost innumerable prescribed subjects, the time possible for each recitation cannot be more than five or six minutes.

Much thought has been directed to the solution of this problem of the daily program, and four proposals that seek to reduce the number of daily recitations have been made and widely used. These may be called grade grouping, correlation of subject matter or subject grouping, grade alternation and subject alternation.

How Grade Grouping Functions

In grade grouping several grades are combined and recite together in a subject common to all, as in history or geography. If, however, each grade group so combined is studying a different phase of history, as is usually prescribed in the course of study, little if anything is gained, since not all members of the group are reciting the same material. Therefore, grade alternation is recommended to be used in conjunction with grade grouping. By this method, two grades, for example, the fifth and the sixth, are combined, the work of each grade being covered only in alternate years.

By subject grouping and subject alternation the attempt is made to reduce the total number of subjects in which the grades must recite daily. Subject grouping accomplishes this reduction by uniting related subjects, as history with geography; spelling with language; natural science, physiology, or almost any subject, with reading. Alternation of subjects provides that recitations in certain subjects be scheduled for only two or three days in the week instead of daily.

While these four plans, used either singly or jointly, have considerable value and have accomplished much, the relief which they offer is only

¹Gaumnitz, W. H., Availability of Public School Education in Rural Communities, Bul. 1930, No. 34, Office of Education, United States Printing Office, Washington, D. C., 1931, p. 6.

superficial. They do not reach to the root of the problem.

The root of the problem lies in the fact that the rural school with its few children has been subjected to administrative procedures that were created and developed for teaching large groups of children. Upon the small rural school where teaching is, perforce, largely individual, we have impressed the dominant features of group teaching.

The most significant of these features is class gradation. Now, class gradation was the natural, the inevitable, concomitant of the idea of teaching pupils in groups. As long as children were taught individually, the need for classification did not appear. As soon, however, as the attempt was made to teach several children together, it became apparent that the pupils in any group would need to be of the same ability or at the same level of achievement.

As group teaching appears to be urgent only when there is a mass of children to be educated, it was in the cities with their great child populations that class gradation first became extensively used. So satisfactorily did class gradation and group teaching meet the problem of educating large numbers at moderate cost and so nicely did they lend themselves to a mechanized school organization that in time they came to be looked upon as the only acceptable educational procedure. Thereupon, unfortunately, they were forced upon the rural schools. What had been evolved from the need of teaching the many was applied to the teaching of a few.

Another feature of group teaching that developed in conjunction with class gradation was the organization of subject matter into graded time units, each unit supposedly adapted to the ability of a specific class group and each unit to be completed in a year's time. It became the practice then to start each group upon its particular subject unit at the opening of the school year and to proceed at a rate that would complete the unit by the end of the year, a rate uniform for all.

Setting the Pace

The procedure has not been free from serious evils. Under the system, the group, which means every pupil in the group, had to complete the subject unit at a specified time. The rate of progress, therefore, was usually determined in advance by the teacher, with more or less mathematical precision, by the process of dividing the total amount of material to be taught by the number of days to be taught. That this rate may have been too fast for many was not allowed to matter. Those who could not reach the destination in June would have to run the course again.

Whatever extenuation may be offered for such defects under city conditions there is no apparent reason why children in the rural school should be made to suffer from them. Why should not each one of the few children in the small rural school be allowed to set his own pace? And why, if his rate of learning is slow, should he be forced to reach a predetermined point at a given time, or be classified as a failure? Why should he not be allowed to take up his studies in the fall at whatever point he left off in the spring? With no one but himself, or at most with only two or three besides himself, to constitute a class, there can be no valid reason, administrative or educational, why he should be sacrificed.

The Study-Recitation Device

A third feature of group teaching is the study-recitation device. Although not a distinctive characteristic of group teaching the regular alternation of study and recitation has fitted nicely into the process of teaching definite units of subject matter to children in groups. By assigning two groups of children to a teacher and by alternating the recitation periods of these groups in each of the many subjects to be studied, administrators evolved a nice system for teaching large numbers.

The study-recitation alternation was likewise imposed upon the small rural school together with class gradation and time units of subject matter. It is no better adapted to rural school conditions than they are. The problem it presents, however, is the more obvious and the more pressing to the rural teacher and has received the more attention. Usually it has been attacked as if it were a distinct and single problem, when in reality it is but one aspect of the greater difficulty of trying to administer the small rural school by the practices evolved for group teaching.

The real and the complete solution then of the daily program problem of the rural school is to abandon entirely all the features of group teaching as outlined and to develop procedures adapted to the distinctively peculiar conditions of the one-teacher rural school. This means the development, on the one hand, of a program of individual instruction in all those subjects or phases of subjects in which facts or processes must be mastered by each individual and, on the other hand, of a program of such group activities as may be successfully executed despite diversity of age, size and ability among the group members.

Advocates of the project curriculum would reject the individualized program by reason of its implications and would contend that the adoption of a complete program of projects is the most satisfactory solution of all schedule difficulties in the

rural school and, educationally, the only acceptable procedure for either rural or city schools. Although the contention may be granted and although a complete activity program may be hoped for as an ultimate educational objective, the preparation and teaching ability of the present rural school teaching corps and the present entrenchment of the group teaching features discussed preclude a successful outcome of an immediate attempt to establish a complete activity program throughout rural schools. The technique of a combination of individual work and group activity, as it has been developed at Winnetka, Ill., offers now the most promising method not only for the solution of certain routine problems but, more important, for the improvement of rural teaching as a whole.

The value of individual instruction for the rural school lies in its flexibility. The rigidity of a daily time schedule resting on an alternation of study and recitation periods is eliminated. Every child works at his own material until he meets a difficulty that he cannot by himself surmount. The teacher is then called upon to exercise her true function—not that of hearing a recitation, but of teaching. She is available for help when help is needed.

Let Each Child Set His Own Pace

The rigidity imposed by the time unit organization of subject matter and its attendant annual promotions (or annual failures) is likewise eliminated. Under individual instruction there can be no failures. Failures under the group scheme are usually produced when the predetermined rate is too fast for some to maintain. Under individual instruction each child learns at his own rate. With objectives that he is to reach definitely stated, he takes whatever time he needs to reach them, without sacrificing mastery for a speed beyond him. If he cannot reach his objectives by June, he is not failed and compelled to go over the same material again; in the fall he can take up where he left off in the spring.

Individual instruction is a feasible next step for rural schools. It does not involve an abrupt or a complete departure from familiar and well established methods. Since arithmetic and reading and the other subjects will to a certain extent still appear definitely as interests of the school, conservative rural people, usually quite closely in touch with school proceedings, are not likely to become so greatly alarmed or to set themselves in such vigorous opposition as they might if a complete activity program were suddenly instituted. The present organization of subject matter, much of which is certainly valuable, and the present grade terminology can also be retained.

What will tend further to assist in the introduction of individual instruction is the fact that the new procedure has so much in common with the old and so little that is revolutionary that our present teaching corps may reasonably be expected to undertake it with some assurance of understanding and success. If the necessary preliminary organization and preparation have been well taken care of by the state department or by other school authorities no excessive demand will be made of the teacher.

Enough pioneer work has already been done in the preparation of self-teaching devices, work books and self-checking drills to offer abundant help to those interested in adopting individual instruction. State departments that may not feel ready to inaugurate a statewide program can, by their approval and encouragement of the idea, make it possible for progressive and interested teachers to make the experiment.

How Group Work May Be Utilized

The solution of the daily program problem of the rural school by the adoption of individual instruction as proposed does not contemplate the abolition of all group work. Aside from the great social benefit to be derived from working together, the greatest value inherent in some subjects materializes only through group discussion. It must be recognized, however, that in the small rural school there are not usually enough pupils of the same level of ability to form an effective group. The group work that will be most satisfactory in such schools must be of such a character that it can successfully engage children of varying ages and abilities. Games, dramatizations and excursions must be utilized in which the small children as well as the large can participate effectively.

The organization of rural school teaching on the basis of individual instruction is, I believe, the most hopeful method of introducing a project curriculum. If the individual lessons will take care of those facts and processes which have been traditionally set up as the minimum essentials to be mastered, the teacher will be free to develop group activities for their own sake, and need not be burdened by the requirement of proving that definite items are being learned. To the extent that activities thus undertaken will demonstrate their own worth it may be expected that the opposition to them, based on the fear that desired facts are not being learned, will diminish. The teacher unfamiliar with and inexperienced in the directing of such activities will have the opportunity gradually to acquire the point of view and the experience that may lead to a wider use of an activity program.

What Kind of Help Shall the School Cafeteria Employ?

Since efficient workers are necessary for the successful administration of the lunchroom, special attention must be given to assigning them to duties for which their qualifications fit them

By HOWARD L. BRIGGS, Director of Vocational Education, and CONSTANCE C. HART, Supervisor of Lunchrooms, Board of Education, Cleveland

THE trite saying, "A chain is no stronger than its weakest link," is especially appropriate when applied to public school lunchroom management. Efficient workers are essential from the top to the bottom, and although "too many cooks spoil the broth," one cook may be equally guilty.

Since we have already discussed in a preceding article the personnel required for various administrative and operative set-ups, we shall now discuss their qualifications and duties and indicate their interlocking responsibilities.

What Management Involves

The public school lunchroom should be run as a self-supporting business. It therefore becomes essential that those responsible for lunchroom administration have a practical working knowledge of business methods and procedures. Further, there are definite technical aspects of the work that require special training, including the many problems involved in child feeding—problems of the undernourished, the tuberculous and the diabetic, and the job of offering maximum food values for the least expenditure of funds.

There are other elements involved as well. The lunchroom executive must move in daily contact with those who are engaged in the professional field of education. She must have sufficient educational background to work side by side with this group, to understand their problems and to be an integral functioning part of the public school system.

Another factor equally important is personality. Not only must nourishing food be supplied to the public, but the parents of only children must be satisfied and the sometimes temperamental demands of tired teachers must be adjusted. The lunchroom administrator must know how to get along with people, to make them conscious of her

problems. Above all, she must possess those rare qualities, patience and a sense of humor.

The clerical personnel of the administrative office varies, as indicated in previous chapters. In Cleveland they are all Civil Service employees and are experts in their particular work. Since most of these employees are constantly making contact with members of the field, it is imperative that they have the right personalities to deal satisfactorily with others. It is further desirable that they be so trained that in spite of their specializations they may assist each other when it becomes necessary to emphasize some particular phase of office work during rush periods. Additional pupil help from commercial high schools may be called in during peak periods.

The personnel of the Cleveland office includes a purchasing agent, a bookkeeper, a senior clerk, a junior clerk and a typist.

Why Job Analyses Are Important

It is essential for administrative purposes to prepare carefully made job analyses indicating each individual employee's particular duties. This results in clear thinking both on the part of the administrator and the worker, and provides a clear track for the assignment of routine office work. The accompanying analyses indicate the respective duties of the office employees.

The managers of the individual cafeterias are contact persons and must therefore be selected as carefully as the directing and supervisory members of the school lunchroom administrative staff. It is imperative that their personalities be satisfactory, that they have good business judgment, that their education be such as to enable them to meet and work with other educators and that they know foods.

A recent survey made by Columbia University revealed that the consensus of those employed in

public school lunchroom administration was that home economics graduates make the most desirable lunchroom managers. This opinion was expressed by administrators in Gary, Ind., Columbus, Ohio, Minneapolis, Louisville, Ky., Newtonville, Mass., Buffalo, N. Y., Los Angeles, East Orange, N. J., Denver, Colo., Pittsburgh, Grand Rapids, Mich., and Philadelphia.

A number of college trained girls have taken the training courses offered by commercial lunchroom systems or have been engaged in some form of commercial food preparation and sales. The combination of practical experience and an educational background is desirable. The average home economics course does not prepare the graduate for immediate successful lunchroom operation, although she may be employed as an assistant man-

ager and through experience can master this new profession of lunchroom management. It is the conclusion of the Columbia survey that teacher training institutions will be obliged to place more emphasis on the practical phases of training, including food cost accounting, quantity food preparation, dietetics, business administration and institutional management. Even this, however, should be followed by some form of apprenticeship.

It is sometimes desirable to place a beginning manager in a small lunchroom that has been well organized by its former manager. Through her experience here she may prepare herself for a more advanced position. Frequent meetings with managers upon the part of the lunchroom administrative force also makes available a continuous

EXHIBIT A—DETAILED ANALYSIS OF OFFICE EMPLOYEES' DUTIES

Bookkeeper

All books are kept by the bookkeeper, all pay rolls and records checked and all kitchen help employed. Each individual school account is kept separately.

Sales—Under sales come home economics, indigent lunch, open air and miscellaneous sales, which are all posted to each individual school.

Purchases—All items, including food, cleaning supplies and ice books, are charged to each individual school.

Pay Rolls—Pay rolls for each school are figured, and these amounts are posted to that school account monthly.

Replacements—Two per cent is taken from each school's sales monthly for the replacement of small equipment.

Managers' Pay Roll—Each manager's salary is charged against the school where she is appointed.

Administrative Expense—Supervisor's salary, office salaries, mileage, postage, office supplies and printing are prorated to the individual schools.

Petty Cash—Each manager is sent a certain amount of cash, in proportion to the size of her school, which is to be used for small purchases. The manager is reimbursed for this expenditure monthly.

Indigent Lunches—Each manager's list of indigent pupils' lunches is sent in weekly, allowing fifteen cents for each child's lunch. A record is kept of the number of days this lunch is furnished.

Open Air Reports—These are midmorning and midafternoon feedings of tuberculous suspects. The lunchroom department is re-

imbursed by the board of education for these feedings.

Employment—A classified record of all women who apply for work in the lunchrooms is kept on file, which includes certain data of qualifications. When the need arises for help in a school lunchroom, an applicant is sent from the central office to the manager. A record is also kept of all women who have left, with the reasons for their departure.

Hot and Cold Counter Report—A monthly report is sent in by the manager, on which appears the exact number of pupils passing the hot and cold counters. From this report a record is made, showing the percentage of the total enrollment which passes the hot and cold counters, and the total percentage of pupils served in each individual school.

Senior Clerk

Home economics purchases; banquets; cash register reports; vouchers; actual servings; standard recipes; white plate specials.

Junior Clerk

Invoices and statements; individual managers' financial reports; filing.

Purchasing Agent

Does all the purchasing for the home economics and the lunchroom departments; prepares bids; recapitulates all prices; totals food reports; maintains equipment inventories to date; handles stenographic work; makes up food price list and comparative price list.

Typist

Types all weekly and additional orders; enters individual food reports; sends out all mail and office supplies; writes up all complaints.

training program for the upgrading of those working in the field.

Managers must be paid according to the actual earnings of their respective lunchrooms. The lunchrooms have therefore been divided into groups, wherein their earnings have come within definite limits. The definite percentage assigned to management is taken from the median earnings of each respective group, and a maximum and minimum are established. The promotion of managers to higher salaries can be made as vacancies occur in lunchrooms of greater earning power. A salary schedule of lunchroom managers is given in the accompanying table.

The job analysis of the duties of the lunchroom manager is shown in Exhibit B.

The number of employees in each particular lunchroom will vary considerably with the size of the school. Most employees must be selected on a basis of individual ability, training, health and personal appearance, as well as for their willingness to do a good day's work. There is a strong tendency in public institutions to urge lunchroom administrators to make of their cafeterias a place of retreat for the lame, the blind and the halt, not to mention a home for the aged. A successful business cannot be run on this basis.

Since lunchrooms serve but one meal a day, many of the employees work on a part-time basis. This of necessity limits the field from which they may be selected. Frequently they are neighborhood women. Usually they are married and undertake lunchroom work as a way of earning addi-

tional funds. It is imperative in most cases that they shall have had commercial experience in the work they undertake.

Training on the job is more or less costly, although it is necessary to some degree. The manager must constantly be a teacher and must continually improve the efficiency of her workers. Special demonstrations of the use of equipment and of ways and means of preparing food should be given by the administrative staff to the field workers of the lunchroom. Time studies of specific operations should be made and used. Efficiency upon the part of the worker depends to a large extent upon the efficiency of the management.

Pupil help may sometimes be utilized satisfactorily. From our experience we cannot recommend it as a substitute for trained personnel. The turnover is too rapid to ensure efficiency, and training is lost unless the help thus educated is retained on the job for a satisfactory length of time. Frequently school activities interfere with the dependability of pupil employees.

It is evident that the personality of a dishwasher is not as important as that of a counter woman. The cashier, on the other hand, must be alert and rapid in her work; otherwise she impedes the efficiency of all the counter employees. (Sometimes sixteen pupils a minute pass the counter.) The employment agent must give consideration to these factors in employing women for this work.

Special factors must be considered in the employment of each worker, which become evident

MANAGERS' SALARY SCHEDULE

Group	Sales	Minimum Salary	Maximum Salary	Rate of Increase Yearly
I	Special Nutrition Workers	\$1,035.00	\$1,235.00	\$ 66.50
II	\$ 2,500- 5,000	285.00	484.50	66.50
III	5,000-10,000	712.50	1,072.50	120.00
IV	10,000-15,000	950.00	1,310.00	120.00
V	15,000-20,000	1,045.00	1,720.00	135.00
VI	20,000-25,000	1,187.50	1,862.50	135.00
VII	25,000-30,000	1,425.00	2,175.00	150.00
VIII	30,000-35,000	1,615.00	2,365.00	150.00
IX	35,000-40,000	1,815.00	2,565.00	150.00
X	40,000-45,000	1,900.00	2,650.00	150.00
XI	45,000-50,000	1,995.00	2,745.00	150.00
XII	50,000-55,000	2,137.50	2,887.50	150.00
XIII	55,000-and up	2,550.00	3,300.00	150.00

Groups I to V difference between minimum and maximum covers a period of three years.

Groups VI to XIII difference between minimum and maximum covers a period of five years.

EXHIBIT B—DUTIES OF LUNCHROOM MANAGER

8:00- 8:30	Breakfast for indigent children.
8:30- 9:00	Checks and weighs supplies. Checks to see that employees are in and that work is under way.
9:00-10:00	Oversees kitchen in general. Checks menus to see that all food is being prepared in correct quantities. Corrects menu boards—teachers' menus are mimeographed.
10:00-10:15	Gives undernourished children their midmorning feedings.
10:15-11:00	Checks cash register reading. Checks and samples prepared food. Supervises the arrangement of counters. Checks indigent lunch list.
11:00-11:20	Eats her lunch.
11:20- 1:00	Oversees the serving of noon lunch generally.
1:00- 1:30	Checks leftovers. Receives reports from employees on the amount of foods left (bread, rolls, milk, ice cream and prepared foods). Confers with cooks on next day's menu and the preparation of foods.
1:30- 1:45	Telephones additional orders to central office. Orders daily milk, bread and ice cream.
1:45- 2:15	Checks cash with cashier. Takes cashier's register reading.
2:15- 3:30	Oversees the preparation of food for the next day. Confers with teachers and pupils. Does her clerical work.

from the job analysis covering the work of the individual employee. Some systems, including that of Detroit, start their employees with the lowest paid job and promote them to more highly paid ones as vacancies occur. This process is sometimes possible and desirable, but it is evident that a dishwasher will require considerable training before she becomes a satisfactory pastry cook. The following schedule indicates the hourly rates of the employees:

Position	Rate per Hour
Cook	\$.40
Cashier	.40
Assistant cook	.35
Counter worker	.35
Dishwasher and general	.32
Pupil help	.30

Job analyses of the various lunchroom employees needed for the average school lunchroom are given in Exhibit C.

When a new lunchroom is to be opened the question of the number of employees required is an important one. The labor cost is an important item, and a definite percentage for labor is allotted to each individual lunchroom. Any great deviations above or below may be immediately checked by the supervisor, and from her distribution chart she may intelligently recommend the necessary curtailments. Further, prediction calculations on the percentage of total pupils expected to patronize a new school lunchroom are important. In

Cleveland, averages indicate that 55 per cent of the pupils in a junior high school will patronize the lunchroom, and 72 per cent of the senior high school pupils. This is based on a situation where the children are allowed to go home for lunch if they so desire.

Following is a schedule indicating the average number of employees necessary for a school feeding a given number of pupils: pupils served daily, 1,000; full-time employees, 5; three-fourths-time employees, 3; half-time or less employees, 3; student help, 6 to 9 hours. Equipment and layout will of necessity cause some variation. Large schools require a lower percentage of labor. One school feeding 4,000 children requires but fifteen full-time women workers. The other elements are in proportion to the foregoing schedule.

The selection of personnel is an important element of lunchroom supervision and management. An employment clerk must have at hand a well organized file of available workers, with addresses, telephone numbers and necessary data which will indicate their fitness for specific situations. Many voluntarily seek employment with a public institution while others are recommended by friends. State, city and private employment agencies and advertisements in daily newspapers offer other avenues of approach for obtaining possible future employees.

The employment clerk should be active and constantly alert for contacts that will enable her to

build up her reference list. She must know the needs of the field and of individual lunchrooms, and must intelligently select the workers she refers to each individual manager. The manager should also feel that she has a part in the selection of those for whose output she is responsible, and she should reserve the right to refuse any applicant sent to her or to request the resignation of anyone whom she employs.

Vacancies should be anticipated insofar as possible, in order that more time may be available for the selection of the individual for each specific job. It is further important that follow-up records be kept on the success or failure of the individual after employment, and that a just hearing be given to complaints of employer and employee.

The mental attitude of the worker toward her job is a vital element in the successful carrying on of the work assigned to her. Leadership is reflected in the attitude of the humblest worker of the entire organization. Each individual must not only know what to do, but she must also feel that her work is an essential part of the program. Fresh air, right working temperatures, a sanitary environment, well kept equipment, personal cleanliness and an opportunity for the workers to exchange ideas with others within their lunchrooms and with others engaged in similar jobs in all the lunchrooms of the field are all important elements in maintaining the morale of the employees.

White uniforms are provided for counter

EXHIBIT C—HOURS AND DUTIES OF LUNCHROOM EMPLOYEES

Name	Work	Hours Employed		Duties
		From—To	Hours	
	General	10:30-3:30	10:30-11:00 11:00-11:15 11:15- 3:30	Washes pots. Eats lunch. Washes dishes and cleans.
	General	3:30-4:30	3:30- 4:30	Cleans lunchroom.
	Counter Worker and Assistant Cook	8:30-3:30	10:00-11:00 11:00- 1:15 1:15- 3:30	Helps cook and peels potatoes; prepares steam table. Serves at counter and washes trays. Eats lunch, washes trays and cleans kitchen.
	Salad Maker	7:30-3:30	7:30-11:00 11:00- 1:15 1:15- 3:30	Prepares salads. Cash register. Eats lunch, cleans steam table and works on salads for next day.
	Cook	7:30-3:30	7:30- 1:15 1:15- 3:30	Cooks. Eats lunch, puts away leftovers, prepares food for next day; cleans stove.
	Pastry Cook	7:30-3:30	7:30-11:00 11:00- 1:15 1:15- 3:30	Bakes cakes and pies and cuts them. Serves at counter. Eats lunch, prepares soft desserts for next day and cleans utensils.
	Counter	11:00-3:00	11:00- 1:15 1:15	Serves at counter and washes trays. Eats lunch; wipes silver.
	Cashier	9:30-3:00	9:30-11:00 11:00- 1:15 1:15- 3:00	Checks and puts away all material received, counts and prepares material for subcounter; puts up menu and makes cocoa. At cash register. Eats lunch, helps count cash; puts away material returned from subcounter; goes to bank.
	Counter Worker	9:00-2:30	9:00-11:00 11:00- 1:15 1:15- 2:30	Cuts bread; makes sandwiches and cuts butter. Works at subcounter. Eats lunch; cleans steam table.
	General	3:00-4:00	3:00- 4:00	Cleans lunchroom.

workers and blue uniforms for kitchen workers. The hair of the workers must be confined under caps. Both uniforms and caps are supplied by the lunchroom department, but are kept laundered by the women.

Committees of managers are constantly at work with the supervisor studying the various phases of lunchroom operation that need attention at any particular time. The results of their findings inevitably find expression in the field. Meetings of lunchroom employees are in turn called by the manager so that the work undertaken by the committees may be placed under way in each individual lunchroom.

A definite procedure is written out and issued to each lunchroom manager. This indicates the duties and requirements of each individual within her group. The organization moves as a unit and yet does not forget that individual initiative is to be respected and considered.

Courtesy is both extended to and expected by and from the director, supervisor, manager, down to the porter and throughout the organization. Carelessness and mistakes are corrected through consultation rather than through demand.

Every lunchroom manager monthly receives a statement showing her entire distribution of receipts for food, cleaning supplies, administrative expense, manager's salary, helpers' pay roll and other items as compared with the standard percentage distribution, which will be referred to in detail in a later article. Failure to make both ends meet, therefore, becomes a matter of purely cooperative study of definite data, which may be checked up against lunchrooms with similar equipment and receipts.

Few of us object to facts. All of us resent unwarranted criticism. Sympathetic and friendly businesslike relationships form a basis for intelligent cooperation and result in building a morale that will ensure a successful carrying on of an undertaking that must combine business with education.

What a Health Education Program Should Include

Since the health of school children is a prime objective in education, a program of health education should embrace three fundamental ideas, says Willis A. Sutton, superintendent of schools, Atlanta, Ga. Mr. Sutton outlines such a program as follows:

"First, it must be a program of inspection. Every teacher, every child, every janitor and every employee connected with the school, should have

an annual inspection by competent dentists and physicians. No religious scruple, no social prejudice and no partisan politics should exempt any of these individuals from the annual checkup, and a close scrutiny of competent professional men, endorsed by the medical and dental professions.

Correcting Health Defects

"The second phase of a health program is to correct whatever defect in weight, posture, organs or general condition of the pupil or teacher is found, and immediate correction should begin. It is the chief business of the superintendent of schools, the supervisor, the principal and the classroom teacher to contact the home, in order that corrections may be made. It is one of the essentials of the teacher's position, that she be so influential and so tactful in handling the child that he or she will come to desire that physical defects be corrected. In whatever way the child is approached, we should be careful that no morbid feelings are aroused. Health should be emphasized, and not sickness. The correction should be spoken of as a means to greater efficiency and health, and in no sense should the child be made to tremble and to fear for his physical condition. Inspection should always be made at the expense of the state, the city, the county or school district. The expense of correction should be borne by the home, and as far as possible, should be made through the family physician and the home dentist. Education must not pauperize a people or make them seek favors.

"The third phase of a health program is prevention. America will never believe in health until she has dissipated her fear and superstition concerning disease. Prevention may be brought about as a cooperative enterprise of community, school and home. In fact, there can be no such thing as a school health program or a community health program; it must be a health program through cooperative effort. The proper inspection of food, the proper purification of water and the cleaning up of centers where disease germs originate and propagate are as essential in a preventive health program as are health habits in the individual.

"Prevention in school health is brought about by utilizing what science has discovered. Vaccination, immunization and the giving of proper serums are the basis of school health. Proper food and cafeteria service, the right type of home economics department and a department of physical education are essential in a program of prevention. The inculcation of health habits, and the development of a proper attitude toward health, along with the items given above, will ensure the individual and the city a happy and healthful life for its citizenship."

Editorials

The World in Ferment

ANOTHER year has passed into history. A survey of some of the activities of mankind during the year will convince anyone, if he needs to be convinced, that there are few peoples in the world who are content with their social, moral or economic status. There is hardly a so-called progressive nation in the world that is at peace within itself at the opening of 1932. There is actual civil war now in progress in a number of nations, and civic upheaval is imminent in at least three nations that have for centuries been apparently well satisfied with their political organization and their social and economic status.

What rôle has education been playing in creating this ferment throughout the world? It is chiefly responsible for the dissatisfaction that has been growing ever stronger in the nations for a considerable period, at least since the Great War. As soon as any peoples get a taste of modern education they begin to strive for a new and, as they believe, improved social, political and economic order.

The older education made men quite content with their lot. In an earlier day, people accepted the stratification of society into which they were born, and they did not think it was proper or possible to change the social, political and economic arrangements that had existed for centuries. The newer education is changing all that. No sooner do the people in any once stable country become infected with modern ideas and methods than they begin to grow discontented with the established order and they set about to see if they cannot devise a better order. The internal discord in the nations of the world has been precipitated principally by students. At this writing the rulers of the nations in which there is social upheaval are striking mainly at the educational institutions in the endeavor to repress student revolt. The autocrats of the world are saying that Western education, principally the type found in the United States of America, is the chief cause of the unwillingness of people to adapt themselves to the social programs their ancestors accepted.

Our own people are in a fairly stable political and social condition at the opening of 1932, although there are evidences of growing disquietude. An observer can see that there is developing among us a determination to make economic con-

ditions more uniform than they have been heretofore. The "education of the masses" has resulted in developing in these masses the conviction that some should not have more of the goods that minister to physical, intellectual and social needs than they require for their well-being, while many have less than they require. No one can doubt that our modern education is tending to produce in the rising generations a belief that the order that has existed is not of necessity the best order.

Our high schools, colleges and universities are centers of social and moral and perhaps even political unrest. In papers published by students in colleges and high schools, there is a strong note of protest against existing conditions. This was much more marked at the beginning of 1932 than it was two or three decades ago. The education of three decades ago led students to be much less critical of existing conditions and much less eager to see whether they could discover something new that would minister more fully to their needs, than was true of the education in force during 1931 throughout America. If one may indulge in prophecy, the students of the world will be more restless and express greater dissatisfaction with current political, social and moral codes during 1932 than during any preceding year in the world's history.



Group or Individual Instruction —Which?

AMONG the pressing problems confronting educational administrators at the present moment none is more important or more perplexing than that relating to individual as contrasted with group instruction.

Most of the so-called progressive schools and some of the outstanding public schools are seeking complete individualization of all instruction. It is being said in effect that every pupil, regardless of his age, possesses traits and has needs that distinguish him from every other pupil. In order that the most may be accomplished for each child, then, he must be permitted to go forward as rapidly as he can in all the work of the school. Also, he must be permitted to choose what type of work or subject of instruction he will pursue at any time; if he is not interested in arithmetic to-day but is absorbed in drawing, he must be allowed to continue at his drawing as long as he wishes and come back to his arithmetic when the spirit moves him.

On the other hand, it is being pointed out by opponents of individualization that the child who goes his own way loses the benefit that is derived from working side by side with his fellows, co-

MICHAEL VINCENT O'SHEA

(1866-1932)

MICHAEL VINCENT O'SHEA, professor of education, University of Wisconsin, and editor-in-chief of *The NATION'S SCHOOLS*, died suddenly of heart trouble, Thursday afternoon, January 14, at his home in Madison, Wis.

Professor O'Shea was one of the founders of *The NATION'S SCHOOLS* and had been connected with it since its inception, and his guiding hand had taken the publication through its first years with unusual skill. He has been responsible for many articles and editorials in the magazine during the past four years and his counsel was sought by many educators.

Plans had recently been made by him for an enlarged participation of the publication at the winter meeting of the Department of Superintendence and his enthusiasm over this gathering of his thousands of friends and acquaintances was most inspiring.

Professor O'Shea had been connected with the faculty of the school of education at Wisconsin since 1897, more than a third of a century, and was known from one end of the country to another for his ability as an educator, as an authority on child guidance and for his untiring efforts toward the general improvement of American education. He was a tireless worker and a relentless foe of those who attacked educational standards and ideals.

His achievements are to be found in many and

various fields of endeavor. He was the author of fifteen books, most of them on child guidance, and was a collaborator on six others.

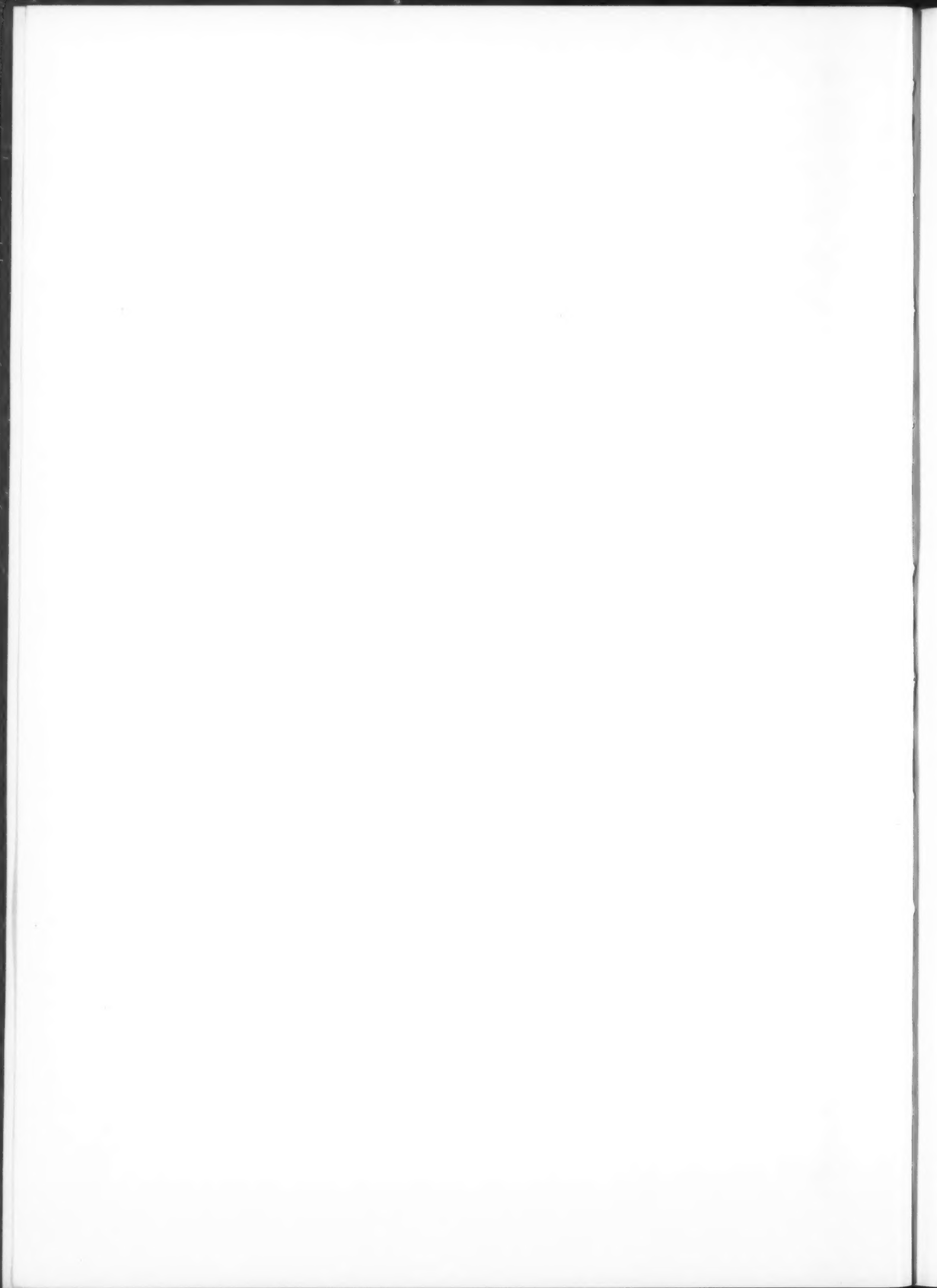
He had edited many volumes of educational series and at the time of his death was, in addition to his connection with *The NATION'S SCHOOLS*, on the editorial board of *The Junior Home Magazine* and editor-in-chief of the *World Book Encyclopedia*.



Professor O'Shea was born at LeRoy, N. Y., September 17, 1866, and was graduated from Cornell University in 1892. He was the professor of psychology and education at the State Normal School, Mankato, Minn., from 1892 to 1895; professor at Teachers' College, Buffalo, N. Y., from 1895 to 1897 and from then on at the University of Wisconsin. He had conducted many educational surveys and had lectured on education both in America and in Great Britain.

Professor O'Shea leaves a wife and four

children, among them, Harriet O'Shea, who is also prominent in education. His death will be keenly felt, especially by those who have known of his sturdy determination, his indomitable courage and the intelligent industry that he gave without reckoning in the cause of justice and education for the children of America and indeed the world. His was a useful life that will long be remembered and his name will be chronicled in the history of civilization as one who ceaselessly devoted his whole being that others might benefit.



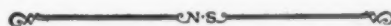
operating with them, helping those who may be in need and receiving assistance from those who are competent to render it, and learning to play the game according to the rules of the group. It is being pretty vigorously asserted by opponents of completely individualized instruction that the pupil who does not learn early to conduct himself as a member of a group rather than as an individual isolated from his fellows will never be able to play a rôle as a member of organized society. Further, it is maintained by many school executives that the plan of individualized instruction, carried as far as some leaders are advocating, is not feasible because of the greater financial burden it would impose upon taxpayers. And so the debate goes vigorously on.

One matter relating to this problem seems to have been settled conclusively by experimental work. When pupils are grouped according to educational advancement and ability to learn, so that those who have about the same degree of advancement and approximately the same ability are taught in a group together, they make more rapid progress than when there are marked differences between them. It has been shown that homogeneous grouping is more beneficial than heterogeneous grouping for the backward as well as for the gifted pupil. One hears it said occasionally, however, that slow-moving pupils when grouped with better endowed ones will be urged on and stimulated more helpfully than when they are classified with pupils of their own caliber, but the experiments that have been made show that the opposite is true. It is probable that a pupil of moderate ability working with one of superior ability will not exert himself as fully as when he is working with pupils whom he stands a chance of excelling or at least of equaling. It seems to be true that one does not use his talents to the full if he knows that he cannot compete successfully with rivals, whereas if there is a likelihood that he can maintain his status with competitors or push ahead of them, he will use to the utmost what powers he possesses.

Homogeneous grouping is practicable in even small school systems, where pupils are now grouped according to age or on some basis other than that of ability to learn or educational advancement. Homogeneous grouping will prepare the way for completely individualized instruction later on, if this plan upon further experimentation appears to be desirable. Of course, a certain amount of individual instruction can be carried forward in homogeneous grouping. Each pupil can be set to work on projects and problems and each can be encouraged and helped to complete his task as thoroughly and as rapidly as his ability permits.

With homogeneous grouping, there will not be

wide differences in the rate of progress or thoroughness in the work of individual pupils. They can all progress as a group without having any individual among them seriously handicapped by being pushed forward more rapidly than he can master the tasks in hand or by being held back to wait for pupils who must proceed more slowly.



What Education May Learn From Business

ONE of the largest and most successful merchandising establishments in this country selects and treats its 14,000 employees in a way that assures efficiency and permanency of tenure.

A candidate for a position must first take an intelligence test. If he shows thereby that he possesses normal or superior intelligence, he goes for an interview to a personnel officer who discovers what he can about the candidate's personal traits. If these seem to be satisfactory, he then is passed on for an interview with an officer who is called a psychiatrist and whose function it is to discover whether the candidate possesses any abnormal or markedly eccentric emotional traits. If this officer's report on the candidate is satisfactory, he is tentatively engaged. He is tried for two or three weeks at a time in different departments of the establishment for the purpose of discovering the kind of work he is most interested in and in which he is likely to be most successful. At the end of the trial period, if no marked defects or deficiencies are revealed, he is given a permanent appointment, although the appointment may be terminated for prolonged incapacity or misbehavior.

In discussing the results of this method of selecting employees, a personnel officer said:

"We exercise as great care as is possible in choosing any employee for any position in our establishment. When he apparently meets the requirements in intelligence, personal traits and emotional stability, we give him a chance to find the work he will like best and in which he will probably have the greatest success. Pursuing these methods in selecting our workers, we rarely find it necessary to dismiss an employee. Of course, we do have individuals who develop characteristics that interfere with the efficiency of their work. All such cases are taken in hand by our psychiatric department. In 90 per cent of the cases, we can discover the causes of their maladjustment and usually we are able to cure them. It may be that there is trouble at home, or physical vitality is being impaired, or there is an obsession that the

subject is not being appreciated or has incurred the enmity of an executive officer. Our records show that we can straighten out most of these entanglements and thus restore an individual's physical or emotional stability.

"We are convinced that it is more economical for us to try to discover what is preventing an employee from performing efficiently in whatever position he is placed than to dismiss him and try to find someone to take his place. We know that this policy has proved to be of great value to individuals who develop complications of a physical or emotional character that interfere with their well-being and consequently prevent them from succeeding."

This establishment is selecting its employees more carefully and treating them more intelligently after they have been employed than most communities in our country are doing with their teachers. Practically everywhere now teachers must meet reasonably exacting requirements in respect to intellectual endowment, physical vitality and scholastic attainment. Also, some attention is given to temperamental traits. Almost no heed, however, is given to the question of emotional stability. There is no officer in most of the communities of this country whose business it is to determine a teacher's emotional status. In some communities there are psychiatrists who examine pupils who have had trouble in school. They try to discover the causes of the maladjustment and to prescribe remedies, but so far as we have been able to discover, there is no community in which teachers who develop complications while in service are seen by a competent psychiatrist with a view to discovering causes and prescribing remedies. The usual practice is to turn a teacher out when he fails to give efficient service, even if he had previously been successful.

We have been acting on the principle that when a teacher's work falls below standard for any reason whatsoever, it is his own fault and the only thing to do is to get rid of him. We have not thought that it is the duty and the responsibility of the superintendent, acting through a competent personnel specialist, to diagnose a teacher's difficulty for the purpose of trying to effect a cure. We have simply taken the stand that when a teacher is failing he must be dismissed. The merchandising establishment has shown that this is a wasteful policy, to say nothing of the inhumanity of depriving an individual who has become entangled emotionally or physically of an opportunity to get straightened out again, which he can do more successfully if he continues to be employed than if he is branded as a failure and cast out upon the world.

Educational Research

RESEARCH in the field of education is going forward with as great momentum as research in any other field of human interest or activity. This is, of course, an opinion; it is manifestly impossible to prove such a statement. The opinion is based upon good evidence, however, as anyone will acknowledge who will glance through a book recently published by Prof. A. S. Barr and Mabel Rudisill, in which there is listed with appropriate annotation a vast amount of scientific research in education, all of which has been undertaken during the last two decades and most of which has been done during the last eight or ten years.

We are certainly going very fast and we have already gone a long distance in applying scientific methods to the study of educational problems. Four decades ago few if any educators believed that questions of educational administration, educational values, educational methods or educational management could be subjected to scientific treatment. The period from 1890 to 1900 was a period of awakening to the possibilities of investigating educational problems according to methods that would yield results uninfluenced by prejudice, bias or preconception. The period from 1900 to 1920 was devoted largely to experiments in the use of scientific procedures in educational investigation. Those who were making the experiments were regarded with some suspicion by the conservatives in education. They were lampooned by some of the caustic critics in the educational field. Men like Thorndike, who led the field of scientific investigations, were ridiculed and caricatured by outstanding educational men who believed absolutely that teaching was an art and that one could not use scientific methods in the solution of any perplexing educational problems without destroying the spirit of teaching. How often was it said that teaching was a spiritual undertaking and that one never could test or measure the benefits of teaching by any scientific procedure.

Well, those days have gone forever. The bibliography on scientific research by Professor Barr and Doctor Rudisill will convince any skeptic that there is no problem in erecting or administering schools, or in teaching or in managing pupils that cannot be and that ought not to be investigated according to scientific methods. One does not now hear eminent educational leaders say that the movement to introduce scientific research into education will destroy the spirit of teaching. Our only concern now, apparently, is to find resources adequate to carry to completion the great number of educational investigations that are under way.

Happy to Say—By WILLIAM McANDREW

STRATEGIC. The discourtesy shown to speakers by sitting as far away from them in the hall as possible has been met by a clever Pennsylvanian of Bloomsburg, William Evans, superintendent, Columbia County schools. Does William open his institute by the dreary old plea, "Will those in the rear please come forward?" Not he. "Please leave the front seats empty," says the easy Evans. He packs his auditors in a solid mass back against the wall. He puts his speakers smack against the front row of listeners, not on a stage over their heads, but on the level.

SHOULD BE EVERYWHERE. The Evansville Board of Education, Evansville, Ind., requires that the high school diploma shall not be issued to anyone unless and until his record shows that the recipient by his knowledge and conduct gives promise of worthy citizenship.

MODESTY. The composer of the National Education Association program and of the Who's Who list for the life membership dinner at Los Angeles omitted all Ph.D.'s, B.A.'s and D.F.'s from the names. The *Los Angeles Herald* hailed this as a recovery from the traditional vanity of the schoolmaster.

Maurice Barrymore, about to register at a hotel, observed on the line above where he was to sign: "Richard Harding Davis and valet." The good old unassumer wrote: "Maurice Barrymore and valise."

GAINS. At the age of thirty a teacher suspects these things may be true; at forty he is sure: that belittling a child to his mother is folly; that impertinence is largely a matter of a person's own susceptibility to it; that no sane adult can be insulted by a child; that all the crises of discipline have been met and all that are to come will not be new or insoluble; that happiness is not the goal of life but that it is a mighty good lubricator of the wheels; that he is not going to be wealthy in dollars and had better accumulate friendships and affection; that envy is a disease of the liver, curable by common sense philosophy; that his own standards of right and wrong won't stand alone; that his own measure of enjoyment doesn't fit others; that a large number of grown-ups have infantile ideas and prejudices; that reputedly intelligent people don't agree with some of his perfectly sound convictions; that in spite of his experiences he'll always have to watch his step; that

most worries, annoyances, sorrows and distress are due to fatigue, physical or mental, or are aggravated by it; that much pain is suffered dreading trouble that never comes; that there is one line in which he can be a real artist—appreciation; that his mind is his own and he can be the boss of it; that his job has resources, opportunities and satisfactions enough to make living a real adventure, and that he is indebted to the public for permitting him to teach and for paying him to do it.

COURAGE CULTURE. War time heroism is nursed by a world-old dogma maintaining that self-safety is secondary to risk, daring, valor and audacity. Courage is nursed by numbers, by medals, by parades and by the hope of glory. You have few of those reminders. Your tonics must be homemade. But if the million teachers of America combine against any great peace time evil and direct their nationwide association against it, there is bound to be engendered in every school worker a heroism and a courage which now are not commonly ascribed to the members of the profession.

NEXT MOVE. After a school board has effected your official slide down the skids, it is better to move at once to some other town. Fewer people will lure you into talking about your martyrdom and to getting yourself despised for doing so.

BUTTING IN. At least two things work themselves out just as well if you leave them alone: the weather and retribution. Who are you that you should take the job of Nemesis away from her?

TONIC. When you learn to cease resenting criticism, you are taking a corrective medicine that has put vigor into the world's strongest men.

WHO tries to give you a bad name usually doesn't know you. After he has vented his venom he doesn't want to make your acquaintance. Why, then, bother with him?

IT WAS an old idea that man goes whither his rider, either God or Satan, drives him. But you can do the seemingly impossible trick of being your own rider.

Schoolhouse Planning:

Methods That May Be Employed in Financing New Buildings

By ARTHUR B. MOEHLMAN, Professor of School Administration and Supervision, School of Education, University of Michigan

WHENEVER the subject of financing school plant enlargement is considered, numerous practical difficulties are encountered that apparently prevent any objective consideration of the problem.

The dead hand of tradition, the set opinions of the board of education, the ease of doing the customary thing, the political factors so closely interwoven in our political thinking with the question of tax rates, all intervene quickly to relegate the finance specialist, to the limbo of "a visionary theorist" and make it impossible to analyze objectively the underlying facts and to consider possible modifications of weak current practice. Since this presentation does not involve directly the procedure of a specific community but seeks rather to present a generalized view of the entire field, more latitude may be allowed and greater consideration given to certain features.

In last month's discussion¹, the school plant program had reached the point where the superintendent had at his disposal an estimate of the probable expense, based upon current prices, of achieving the ultimate plant as determined by the general survey. He had also completed a study of the obligations for current expense involved in operating and maintaining these buildings and of concurrent obligations and requirements of the other activities of civil government. Careful study of all of these factors had caused him to make certain adjustments in his program of plant enlargement and possibly to modify his finance needs, if reasonably possible, to ensure a greater degree of smoothness in development. He is now ready to consider the possible methods of financing the program of enlargement.

Choosing One of Three Methods

There are three possible general procedures from which to choose. Any one of them may also be used in combination with others. These include: pay in advance, pay as you go and deferred

payment or borrowing. Each of these methods may be considered under more technical headings and in each of them there may be many variations. Choice of any of the three methods will be influenced by the district classification. Certain procedures are distinctly feasible in large districts or cities, another is possible in medium sized centers and still another may be considered essential in the very small center. In the discussion of means the application to the different sizes of districts will be considered.

The outstanding reason for the increased emphasis in recent years upon the question of financing improvement or enlargement of the school plant is probably due to the traditional abuse of credit through thoughtlessness, lack of planning and, much less frequently, dishonesty.

How Plan May Be Paid for in Advance

The method popularly known as pay in advance may be considered technically as providing for plant enlargements in advance through reserve financing. The general procedure may be described briefly. The school district determines the probable need for buildings by means of the school plant survey. The probable need is then developed into a series of budgets or units of need. This need may be estimated purely in terms of plant enlargements or a combination of both enlargement and replacement. When this reserve is fully considered it does include both enlargement and replacement, or depreciation.

Whatever basic method of procedure is used, the terminal or point of building budget is estimated and proportional sums raised each year by taxation to create a building reserve. The sums so taken by direct taxation are placed in a credit or bank reserve and interest is allowed to accumulate until the successive annual payments to the reserve are coincident with the program needs as earlier determined. When construction is required, the reserve sums should equal the proposed outlay and this transaction or group of transactions, depending upon the size of the need, may be consid-

¹Moehlman, Arthur B., Financing the School Plant Program Economically, *The NATION'S SCHOOLS*, Nov., 1931, p. 76.

ered complete and passes from the procurement into the operating stage.

There are several variations of this practice. Only half of the required sum may be raised by direct taxation and the remainder borrowed. If the procedure extends over a long period, the reserve may be set up as a sinking fund in advance of construction rather than following it in the more traditional manner.

Is the Reserve Method Desirable?

There are two questions to be considered in determining whether the reserve method of financing buildings is desirable. The basic objection is taking from a community by direct taxation monies that are in excess of actual current needs. After all, this is still a good basic tenet in public finance. The dangers inherent in the administration of public reserves due to incompetence, carelessness, diversion to other purposes and in some cases to direct dishonesty are too real to be overlooked. In the case of the sinking fund established to pay for projects financed through the long term borrowing, a few direct legal safeguards have been built up as a result of bitter experience. The reserve method of financing future plants is still in the experimental field. The second question is whether reserve financing is any cheaper than the use of credit over the same period. The answer depends on how the problem is set up and worked out. If all of the elements are included, it is extremely questionable whether the development of a reserve is cheaper than credit. Short term borrowing also eliminates many of the dangers inherent in the development of public reserves.

If the reserve method of financing plant enlargement is used, it appears to be most feasible in districts of moderate size with a relatively small plant program requiring enlargement at five or ten-year intervals.

The second method of direct financing of capital improvement is known popularly as pay as you go. It means just that in the strictest sense. The amount required for capital improvement is budgeted each year just as the current expense needs are and the total sum is raised by direct taxation. The plan of immediate payment for capital improvement is directly applicable to districts that are growing at a rate that necessitates a regular annual construction program. It does not matter particularly whether the plant needs are \$100,000 or \$1,000,000 annually as far as the application of the principle is concerned. Whenever a district has a regularly recurring annual building expense it is good financial practice to pay for it out of direct taxation. The older theory of shifting the burden to the next generation has no real

validity under these conditions. The constant use of credit to finance these big district programs, even under relatively short term loans, results in a pyramiding of debt that in a relatively short time totals enough in capital and interest to more than cover the annual expense of plant enlargement. There are no valid arguments for borrowing on the part of these large centers except tradition and expediency.

The majority of the large school districts are actually financing plant enlargement by means of long time credit. This cumulative burden is so large in many instances that it would be impossible to change at once to direct financing. The additional burden might result in a tax rate that is unsupportable in a political sense. Since candidates still run for and are elected to office on the naïve platform of "reducing the tax rate," the difficulties now inherent in convincing the people of the ultimate value of a different finance policy are practically insurmountable. Until the results of a long time educational program have brought actual understanding and acceptance of real and not political finance, it would be fatal for a school district to change abruptly from the credit to the straight financing method.

It is possible, however, for a board of education to make a careful analysis of its capital finance structure and to build a plan of progressive achievement over a ten-year or twenty-year period, depending on the size of the burden, whereby a progressively larger portion of the capital requirements are raised by direct taxation each year as the burden of indebtedness decreases, so that the total burden will not be too onerous and unfeasible politically. It may take certain of our large cities a generation to change to the direct plan of financing, but even this span of time is not too long if it will gradually eliminate the misconceptions and the evils of excessive and unwise use of credit. The present recommendations for such situations would be a careful survey of finance conditions and capital needs over a long period and the development of a two-way program to attain gradually the status of direct financing. The value of the long time view and long period planning is significant in this field.

Paying as You Go

The complete pay as you go plan is feasible when once established, except possibly in the case of emergencies. Direct financing should be premised on a smooth and fairly consistent program of essential plant enlargement and replacement. When these needs have been carefully and consistently budgeted, complete direct financing is possible. Certain situations might arise, however,

when unusual and unexpected growth would make the burden in any one year too large. Emergency short term (three to five years) borrowing might be desirable to meet that portion of the burden which is unexpected and might enable the district to regulate its capital expenditures. This mixed plan has been tried with some success by certain centers where unusual growth or a neglect of replacement needs for a period of years suddenly pyramids the burden.

The complete pay as you go method is desirable, as previously stated, in large centers with constantly recurring programs of enlargement. It is also feasible in medium sized centers in which building needs become urgent every four years or more. As shown in last month's article, the total development of a new plant from site acquisition through landscaping may be spread over a four-year period. If approximately one unit is to be added every four years, the budget may be prepared so that approximately one-fourth is raised annually. If the development plans are prepared on such a time schedule it might be relatively easy for these medium sized or slowly growing districts to raise one-fourth of the required amount each year and thus maintain themselves on a complete pay as you go plan. If construction payments should fall due at any stage of the development somewhat faster than tax returns, the interim period may be financed by means of an open or floating loan, to be redeemed when regular financial resources are available.

Evils of the Credit Plan

Apart from the fact that direct financing is more economical than the unrestricted use of credit in providing for constant or interval capital improvement, there is a greater value in the psychological factor developed. Boards of education and other public bodies are prone to be somewhat lax in their analysis of needs if the program is financed through the use of credit. The immediate burden is relatively light and the people are not annoyed by a burdensome increase in tax rates. As the result the inclination is to regard proposed capital improvement favorably and to fall into the psychologic attitude of building "community monuments" that are slightly better than those of the neighboring and rival centers. This condition is particularly true of medium sized and small districts that use their school plant as a means of developing a trading center.

If in all instances these plants were built in terms of actual curricular needs, the outlay would not tend to be so large as when the "monument complex" is rampant. If capital improvement is to be financed through direct taxation many execu-

tives will be more careful in their analysis of plant needs and will generally tend to translate plant needs more economically. If direct financing did nothing more than develop an intelligently critical and conservative attitude toward capital improvement, it would justify itself in the indirect savings through the elimination of small uneconomical plants and not absolutely essential new plants. More care might be expended in remodeling existing schools, particularly in districts in which the demand is slowly decreasing, and in the more careful placement of new centers. However, the application of such a policy to any existing conditions can proceed only through intelligent study and analysis of the actual local conditions and the development of a specific tailor-made finance policy to meet the needs of the particular district. No blanket application can be assumed or advocated.

Deferred or long time financing of capital improvement is the traditional and most widespread method now used in the public school field. The three general methods used include straight bonding, the creation of a sinking fund and the use of serial or annuity bonds.

Straight Bonding Condemned

Straight bonding is no longer favored. Instead of equalizing the debt, it pyramids the burden on the next generation. It is the most demoralizing type of financing that boards of education can employ, since its generous use merely increases current expense by the amount of interest. States are wisely eliminating the use of the straight bonds by statute regulations. The method cannot be discontinued too soon for the fiscal welfare of school districts.

The sinking fund plan is a modification of straight bonding that attempts through the creation of a progressive reserve to equalize the burden over the entire life of the loan and to conserve the community credit by gradually reducing the net outstanding debt. While much better than straight bonding and probably a reasonable means of correcting past deficiencies due to straight bonding, the building of reserves for debt retirement has too many disadvantages to be advocated by anyone familiar with the history of sinking funds or reserves for past obligations.

The success of the sinking fund depends not only upon the regularity of raising the annual requirements but upon the skill with which these sums are invested, the certainty of immediate reinvestment of the earnings, the sale or redemption value at par of the securities purchased, the conserving of funds and the intelligence and honesty of the trustees.

In actual practice sinking funds seldom meet the

theoretical assumptions when retirement of the bonds is necessary. Most sinking funds require the refunding of at least part of the debt, unless the community is willing to make up the deficiency in one payment. This condition is due to the fact that the administration of a sinking fund requires the highest type of investment ability. Even the better financial institutions are prepared for certain losses over a period of years. When the experience and financial ability of the average board of education member or even of the superintendent of schools are studied, the question of financial competence accounts for many sinking fund difficulties. Few boards of education can keep their hands off these reserves when the question of an emergency arises. The presence of any reserve in public finance is too great a temptation to encourage. It matters little whether the reserves are planned for future or for past expenditures. Like the nickel in the small boy's pocket, there are so many attractions that sooner or later part or all of these reserves are "borrowed" to meet a "contingency" and then the sinking fund prayerfully waits for reimbursement.

Investments are also bound to fluctuate over a long period. Other difficulties arise when interest sums are allowed to stay in the treasury until adequate investments can be made or until the sums are sufficient for reinvestment. Little can be said in practical recommendation of the sinking fund method. If a board of education requires this plan the best safeguard is to appoint a large and responsible trust company as the trust executive, paying a small amount for this service. More satisfactory results will be obtained if this plan is followed.

The Serial Bond and Its Advantages

A much better method for deferred financing is by means of the serial bond. Under this plan the interest and annual capital payments may be equalized. Each year, according to the prepared schedule, certain portions of the issue are retired. It is necessary to raise only the required annual amounts, pay the capital and the interest charges, and then close the books. There are no accounting complications, no possibility of loss and no possible diversion of capital payments. The retirement schedule may be prepared to meet the exact demands and other commitments of the district. Possible criticism of administering reserves is eliminated. This plan is preferred if the district desires or prefers to finance capital improvement through long time credits.

The method of financing through borrowing is applicable to small districts with school plant programs recurring at only long intervals. In the light of the foregoing discussion it is questionable

whether it should be used even by medium sized districts to any great degree.

If capital improvement is to be financed by the deferred payment method, certain traditional assumptions should be studied and corrected. The general feeling still remains that in the small and medium sized district the burden of the new building should be spread over a generation. Theoretically, this assumption might be valid if we could determine accurately what the future of the community would be. Practically, it is desirable to encompass these loans within as short a period as the district can reasonably afford, assuming a continuation of existing conditions. Ten to fifteen years generally may be considered as a reasonably long period for a school loan in any small district. The time will vary in accordance with the specific conditions within any given district. These must be determined by individual study.

Last Ten Years Show Increase in School Attendance

A general increase in school attendance in the United States during the last decade is shown by school attendance statistics for 1930 just issued by the Census Bureau.

Figures disclose that 26,849,639 children and young people between the ages of five and twenty years, or 69.9 per cent of all members of this age group, were going to school when the count was made. Only 64.3 per cent went in 1920.

Although only 344,789 persons over twenty-one years of age were going to school in 1920, their number increased to 1,034,782 during the succeeding decade, as indicated by 1930 statistics.

Famous Book on Florence Nightingale Is Prepared for School Use

Laura Richards' "Florence Nightingale, the Angel of the Crimea," has been prepared for school use by Rowena Keyes.

Mrs. Richards is a daughter of Samuel Howe who fought with Byron for Greek independence and of Julia Ward Howe who wrote the famous "Battle Hymn of the Republic." She wrote her book on Florence Nightingale twenty-two years ago. Her father was a friend of Miss Nightingale's and urged her to follow her bent to serve humanity. Mrs. Richards' stories are authentic, interestingly told and inspiring to boys and girls.

The book is published by D. Appleton and Company, New York City.

Your Everyday Problems:*

The High School Principal Analyzes His "Teacher" Difficulties

By JOHN GUY FOWLKES, Professor of Education, University of Wisconsin

SCHOOL administration is a personal matter. The success of programs of curriculum revision, systems of accounting, teacher training programs and other familiar activities of schools depends upon the personal equation. In fact, any type of administration, as well as school administration, may well be defined as the stimulation and direction of human effort. Such being the case, it is essential that both administrative and nonadministrative workers in an organization become aware of the personal situations that cause administrative difficulties. After "trouble spots" have been located and analyzed, desirable adjustments may be made both by the administrator and the staff members.

The following report is a study of recognized administrative difficulties arising between high school principals and classroom teachers from the viewpoint of the principal.¹ In the February number of *The NATION'S SCHOOLS* a similar study from the viewpoint of the classroom teacher will be reported.

What the Study Revealed

Some fifty men who, at the time of interview, were or had been high school principals were asked to list the administrative situations which had proved troublesome in administering classroom teachers. From these interviews a list of forty-five situations was compiled. These forty-five difficulties were mimeographed and sent to 500 high school principals scattered throughout the forty-eight states in communities having a population of from 10,000 to 30,000. The principals were asked to check each question as a "Major Difficulty," a "Minor Difficulty" or "No Difficulty." These terms were defined as follows: (1) Major difficulty is one that is often met and that results in a serious limitation of the effectiveness of the school administration; (2) minor difficulty is one that appears often, but is not serious;

one that does not often appear but is serious, or one that is not often encountered and then is not serious; (3) no difficulty means a situation that in no way limits the effectiveness of the school administration, or limits it so little as to be negligible.

The number of principals consulted was determined on the basis of the ratio of school population within a given state to the total school

Questions	Per cent Reporting					Per cent Reporting					Per cent Reporting					TOTALS		
	Major					Minor					No					Major	Minor	No
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			
1.	2	1		4		25	15	16	8	76	73	84	84	88	22	1	17	82
2.		2	1			37	30	34	38	23	63	68	65	62	67	2	32	66
3.	3	7	5	4	11	57	59	44	42	44	40	33	31	54	45	6	52	42
4.	8	7	4	8	22	22	31	33	33	33	70	62	63	59	45	7	21	62
5.	22	9	7	12	22	46	45	63	50	56	32	46	30	30	22	10	33	37
6.	27	13	13	8	22	43	66	69	79	78	30	21	18	13		14	66	20
7.	27	12	9		22	25	42	37	39	45	48	46	54	71	33	12	36	50
8.		3	5			32	27	36	42	56	65	73	59	58	44	2	32	66
9.	18	16	13	8	22	44	46	49	50	56	37	38	23	42	22	15	47	38
10.	13	9	12			46	37	27	25	33	41	54	51	75	67	10	37	53
11.	19	17	17	17	11	49	46	52	62	76	32	37	31	21	11	17	51	32
12.	5	4	2		11	35	32	36	25	44	60	64	60	75	45	5	35	62
13.	13	2	6	4	11	25	23	26	8	44	62	75	56	88	45	5	27	68
14.	30	14	13	12	22	55	41	41	21	56	35	45	46	67	22	15	39	46
15.	11	15	13	4	11	68	61	62	79	69	21	24	25	17		13	64	23
16.	26	15	14	13	22	54	62	68	58	67	21	23	18	29	11	12	63	21
17.	26	18	14	21	22	46	41	49	42	22	27	41	37	37	56	17	44	29
18.	49	25	31	25	33	35	51	42	54	56	16	24	27	21	11	30	47	23
19.	12	12	7	8		35	29	33	29	23	52	59	60	63	67	10	32	58
20.	3	5	1			40	40	39	25	67	57	58	60	75	33	5	39	56
21.	11	14	15	25	33	52	35	60	58	67	37	21	25	17		15	57	28
22.	14	15	11	21	33	46	58	68	54	56	37	27	21	25	11	14	60	26
23.	19	17	19	21	33	49	38	56	59	56	32	30	25	21	11	19	54	27
24.	11	1	1	4		40	40	41	29	44	49	59	58	67	56	2	39	59
25.	22	11	9	21	22	41	43	52	41	33	37	46	39	39	45	12	46	42
26.	22	6	7	13	11	46	52	51	33	56	32	47	42	54	33	8	50	42
27.	9	3	4		11	37	30	28	8	44	54	67	68	92	45	4	29	67
28.	21	10	14	4		49	42	43	42	32	30	49	43	54	67	12	43	45
29.	19	9	14	4	11	44	55	48	46	44	37	36	39	50	45	12	50	38
30.	8	4	5	4		57	43	50	39	67	37	46	45	36	33	5	50	45
31.	8	6	8			57	49	50	67	67	35	45	42	33	23	6	52	42
32.	22	16	9	17	11	62	63	70	54	69	16	21	21	29		14	66	20
33.	5	6	3			19	23	21	13	33	76	71	76	87	67	4	22	74
34.						14	13	16	13	67	66	67	64	87	33		16	64
35.	13	4	6		11	62	52	59	39	78	25	44	36	65	11	6	55	39
36.	14	12	9	4	22	64	49	59	54	56	32	40	35	42	22	11	53	36
37.	8	6	6		11	27	33	34	29	56	65	61	60	71	33	6	33	61
38.	3	3	4			32	31	39	29	67	65	66	59	71	33	5	34	63
39.	3	4	1			40	21	44	36	78	57	65	55	62	22	2	36	60
40.	3	4	3			54	40	37	42	33	43	56	60	59	67	3	40	57
41.	3	3	6			43	43	41	46	67	54	54	52	54	33	4	43	53
42.	3	1	4	4		27	29	30	33	33	70	71	66	63	67	2	29	69
43.	3	2	3	4	11	40	46	51	42	44	57	52	46	54	45	3	47	50
44.	2	1				19	26	26	29	44	61	72	72	71	56	1	26	73
45.	3	5	2			40	41	44	46	56	57	54	54	54	44	3	43	54

*The numbers 1, 2, 3, 4, and 5, refer to groups into which replies were classified according to size of high school faculty. For this grouping see earlier part of discussion.

Summary of the results of answers to the questions asked.

population in the United States. In sparsely settled states having only a few cities of the sizes indicated, principals from smaller communities were consulted. Proof of the interest in the study is evident when it is known that replies were received from all forty-eight states and that 380, or 75 per cent of the 500 principals consulted, replied.

*Discussions in this department deal with problems that frequently confront principals and superintendents. Inquiries on problems of this nature should be addressed to Doctor Fowlkes.

¹Acknowledgment is made to Ralph M. Murphy, a graduate student at the University of Wisconsin, for the statistical and clerical work involved in this study.



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For purposes of tabulating, summarizing and study, the replies were grouped according to size of the senior high school faculty, as follows:

Group 1—High schools having 0-14 teachers

Group 2—High schools having 15-29 teachers

Group 3—High schools having 30-49 teachers

Group 4—High schools having 50-74 teachers

Group 5—High schools having 75 or more teachers

The results of the study, "Recognized Administrative Difficulties Between Senior High School Principals and Teachers, From the Principal's Viewpoint," are as follows:

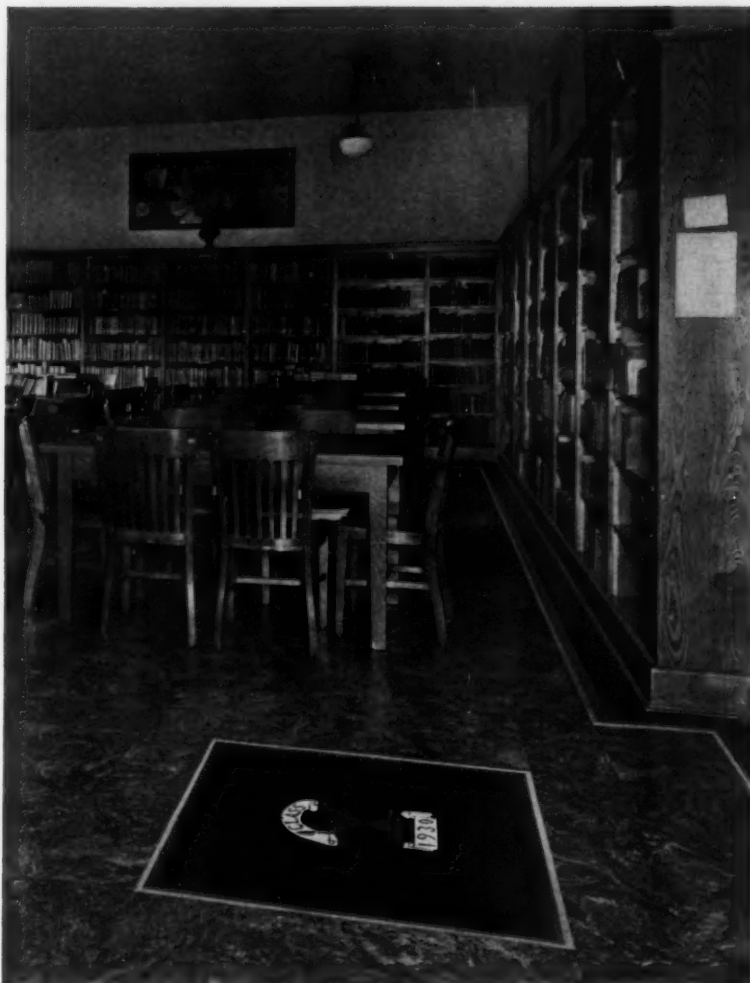
Rank of
Diffi-
culty No.

- 44 1. Do you have difficulty in the punctual dismissal of classes?
- 37 2. Do you find it difficult to secure punctuality on the part of the teachers for the opening of the school day?
- 17 3. Do you have difficulty with teachers in beginning teachers' meetings on time?
- 34 4. Do you find it difficult to secure a full attendance at teachers' meetings?
- 11 5. Do you have difficulty in securing the full cooperation of teachers on administrative rulings which affect both teachers and pupils?
- 1 6. Do you have difficulty with the failure of teachers to rely upon themselves in matters of discipline?
- 23 7. Do you find it difficult to secure the cooperation of teachers in the supervision of extra-curricular activities?
- 38 8. Do you have difficulty with teachers being "clock watchers"?
- 12 9. Do you have difficulty with getting teacher support (by attendance) of athletic contests in the school?
- 25 10. Do you find it difficult to secure the attendance of teachers at meetings of clubs and similar organizations of the high school?
- 9 11. Do you find it difficult to secure the attendance of teachers at public speaking and debate contests and programs in the high school?
- 35 12. Do you find it difficult to secure the attendance of teachers at dramatic productions of the high school?
- 40 13. Do you find it difficult to secure the support of high school publications by teachers?
- 22 14. Do you find it difficult to obtain constructive criticism of the policies, organization and the administration of the school, from teachers?
- 5 15. Do you find it difficult to secure a spirit of tolerance by teachers toward pupils?
- 3 16. Do you find it difficult to get teachers to have a sympathetic attitude toward the pupils?

Rank of
Diffi-
culty No.

- 14 17. Do you have difficulty with the non-attendance of teachers at local, state and national meetings at which attendance is not compulsory?
- 4 18. Do you find it difficult to arouse the teachers' interest in the reading of professional books?
- 29 19. Do you find it difficult to secure the cooperation of teachers in the presentation of programs before the entire school?
- 30 20. Do you find it difficult to secure the cooperation of the teachers in the administration's policy of discipline?
- 8 21. Do you find it difficult to get teachers to keep complete and accurate records?
- 6 22. Do you have difficulty with respect to promptness in the filing of teachers' reports?
- 7 23. Do you find it difficult to get teachers to make complete and accurate reports?
- 31 24. Do you have difficulty in securing a wholesome response to criticisms offered to the teachers by yourself?
- 16 25. Do you find it difficult to secure a wholesome response to criticisms of the teachers by the pupils?
- 18 26. Do you find it difficult to secure a wholesome response to criticisms of the teachers by patrons of the school?
- 39 27. Do you find it difficult to secure the cooperation of the teachers in specific problem cases?
- 20 28. Do you find it difficult in obtaining an interest in further professional training among the teachers by taking academic courses?
- 13 29. Do you have difficulty in the encouragement of reasonable self-criticism on the part of teachers?
- 21 30. Do you have difficulty with teachers who are not industrious?
- 19 31. Do you have difficulty with complaining and fault-finding teachers?
- 2 32. Do you find it difficult to secure a development of tact in teachers who are too impulsive?
- 43 33. Do you have difficulty in securing the assistance of the teachers in text, reference and supply selections?
- 45 34. Do you have difficulty with teachers who are not neat in appearance?
- 15 35. Do you have difficulty with teachers discussing school affairs (which should not be discussed) outside of school?
- 10 36. Do you have difficulty with teachers who do not maintain a neat room?
- 33 37. Do you have difficulty with an unfriendly spirit among the teachers?
- 36 38. Do you have difficulty with teachers "talking about" other teachers to pupils or patrons?

SCHOOL FLOOR problems are easily solved with Armstrong's Linoleum. That's why it's so widely used for school libraries (like this one in South Side High, Elmira, N.Y.), corridors, classrooms, and offices.



Scuffing Feet and Scraping

Chairs won't bother **THIS FLOOR**

YOU CAN MINIMIZE NOISE AND WEAR WITH A STURDY FLOOR OF ARMSTRONG'S LINOLEUM

SCHOOL floors must not break down under the scuffing and sliding of heedless feet. They must not become dirt-grimed nor echo every schoolroom noise. And never, never should they become splintery—especially in kindergartens.

Each rigid requirement is met by the Armstrong's Linoleum Floor in the kindergarten of the Kalispell, Montana, grammar school. Class after class will start its schooldays on this gleaming floor. With a quick mopping every trace of tracked-in dirt vanishes. An occasional waxing or relacquering is the only maintenance required for the Accolac-Processed (lacquer-sealed)

surface of Armstrong's Linoleum. (Do not lacquer over wax.)

This ease of cleaning is but one of the many reasons why Armstrong's Linoleum Floors have been used in so many schools. The varied line of over three hundred patterns offers a type and color for every school use. In classrooms, libraries, dining-rooms, kindergartens, Armstrong's Floors can be used to introduce a new note of cheerful color to the decorative scheme. The linoleum is

quiet, too. Schoolroom noises are appreciably reduced when Armstrong's Linoleum is used instead of hard, unyielding floors.

"Public Floors of Enduring Beauty" suggests how Armstrong's Linoleum Floors can be used in your school. This book will be sent free on request. Or, if you would like more specific information, our School Service Bureau is always ready to help you. Armstrong Cork Company, 1211 State Street, Lancaster, Pennsylvania.

If you need bulletin boards, write for samples and prices of Armstrong's Cork Bulletin and Tack Board.



Product

Armstrong's Linoleum Floors for every room in the house

PLAIN ~ INLAID ~ EMBOSSED ~ JASPE ~ PRINTED ~ LINOFLOR ~ ARMSTRONG'S CORK TILE AND LINOTILE

Rank of
Diffi-
culty No.

- | | | |
|----|-----|---|
| 32 | 39. | Do you have difficulty with teachers "talking about" pupils to other pupils or patrons? |
| 28 | 40. | Do you have difficulty with teachers giving too much time and attention to routine matters? |
| 26 | 41. | Do you have difficulty with teachers who will not ignore gossip with reference to school affairs? |
| 41 | 42. | Do you have difficulty with teachers demanding unusually large amounts of certain supplies? |
| 24 | 43. | Do you have difficulty with teachers not cooperating with respect to the enforcement of school regulations? |
| 42 | 44. | Do you have difficulty with teachers attempting to supervise too many activities? |
| 27 | 45. | Do you have difficulty with teachers trying to do too much class work? |

On the basis of the data presented in this discussion, the following conclusions and recommendations are made:

1. The size of school seems to affect very little the nature of difficulties encountered.
2. The degree and nature of difficulties encountered do not vary to a great extent from section to section (geographically) of the country.
3. The variation that is significant is found between the different situation difficulties.
4. Considering all the replies, 50 per cent or more of the principals reported difficulty in twenty-four, or 53 per cent, of the situations noted in the study; and 25 per cent or more reported difficulty in 43 or 98 per cent of the difficulties.
5. The percentage of principals reporting difficulty in each of the different transactions ranged from 16 to 80, and the median percentage was 54.
6. It is suggested that studies of this type be made on an intensive scale in all of the states.
7. It is recommended that this and similar studies be made the basis of a more intelligent administrative policy in the high schools.

What Is the Most Practical School Publication?

A research study of the cost, management and contents of publications in Virginia high schools was made recently by A. C. Cooper, graduate student, University of Virginia, and published in the *University of Virginia Record Extension Series*.

Mr. Cooper presents the following conclusions:

More newspapers were published by the high schools in Virginia than any other type of school publication.

The annual was the most expensive type of school publication included in the study. The magazine was next to the annual in cost and the newspaper was the least expensive.

The four chief sources of revenue were advertisements, subscription charges, fees paid by clubs-classes-groups, and money received from all other sources.

Each of the three school publications covered a wide range of materials. All the more important types of material found in the annual and magazine were also found in the newspaper.

When percentage of pupil participation is considered, the magazine ranks first with 47.7 per cent of the enrollment participating, the newspaper second with 43.4 per cent and the annual third with only 14.9 per cent.

Of the principals who expressed an opinion the ratio was approximately 3:1 opposed to the annual; 2:1 in favor of the magazine and 4:1 in favor of the newspaper.

Most of the values claimed by the principals for the annual and magazine were more frequently claimed as values for the newspaper.

The newspaper had a wider circulation and appeared more frequently during the session than any other school publication.

The facts set forth in this study indicate that the newspaper is the most practical school publication.

Standards of School Lighting Are Discussed in Booklet

Standards of school lighting with suggested requirements for a school lighting code are discussed in a recent pamphlet issued by the sectional committee of the American Standards Association. The committee's revision was presented to the Illuminating Engineering Society at its recent convention in Pittsburgh. The draft as presented is subject to further action by the committee, the American Institute of Architects and the Illuminating Engineering Society.

In this new edition the primary purpose has been to establish criteria of good illumination for the guidance of architects, engineers, school officials and others interested in the conservation of the children's vision and in the efficiency of pupils and teachers. Lighting problems are discussed and recommendations offered for the securing of good illumination. Regulatory authorities for code purposes are offered, and rules that will prevent the erection and use of school buildings with such poor illumination that the vision of the pupils will be impaired or their safety imperiled.

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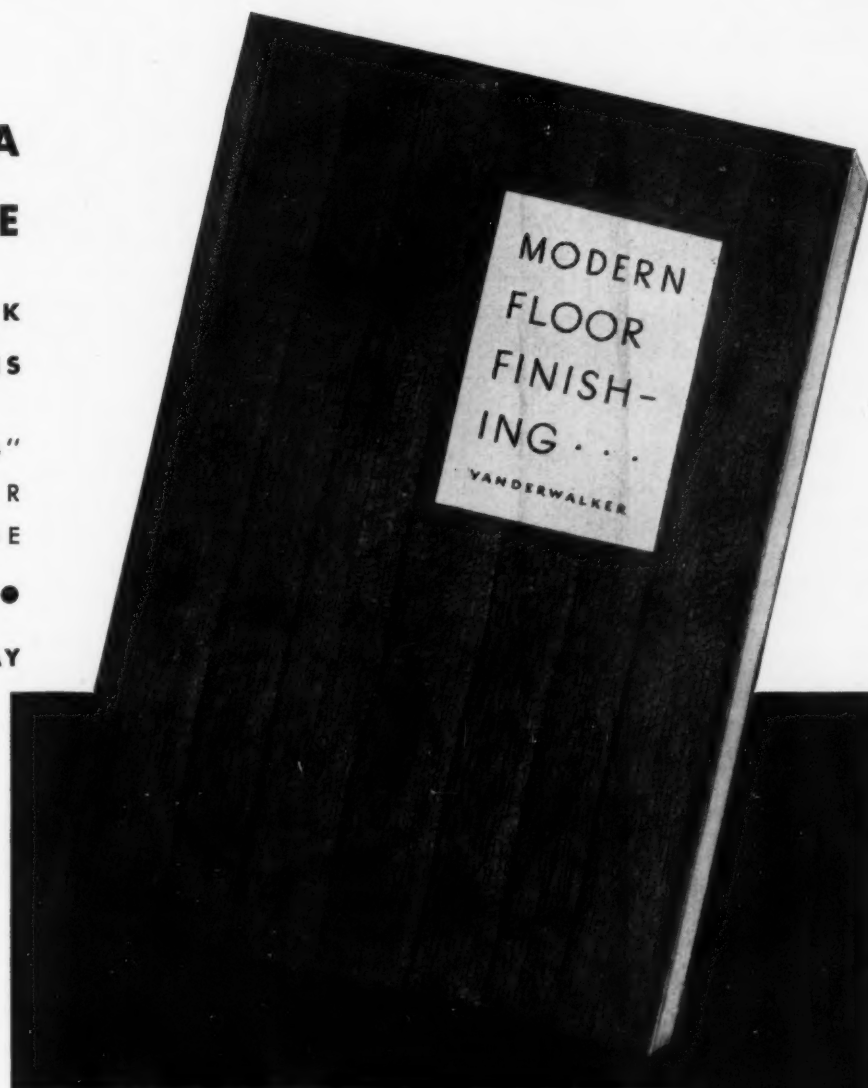
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Authorities, Racine, Wis. Dept. NS 1, Please send without obligation my free copy of F. N. Vanderwalker's 90-page illustrated book "Modern Floor Finishing." Name _____

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News of the Month

State Education Leaders Wrestle With National Problems

The National Council of State Superintendents and Commissioners of Education met in Washington, D. C., December 7 and 8.

William John Cooper, U. S. commissioner of education, presided at the opening session of the two-day meeting, which dealt with national problems in education.

Chief among the speakers was Dr. Ray Lyman Wilbur, secretary of the interior, who declared that "America is undergoing a renaissance in education based upon the adjustment of training to the needs of a scientific civilization." "Our schools," he said, "stand at the crossroads in a period of retrenchment of public expenditures."

David E. Weglein, superintendent of schools, Baltimore, said that the public schools face a curtailment of expenditures and that a saving in money will probably occur through a cut in teachers' salaries or by shortening school terms.

Charles R. Mann, formerly chairman, National Advisory Committee on Education, pointed out that the suggestion of the committee for a department of education was not a contradiction of its emphasis on decentralization of education as the American principle, but rather that it meant a correlation of educational activities for facilitating and stimulating local initiative. The Department of Education, he said, would function in the decentralized manner of the Department of Agriculture and the Department of Commerce.

The superintendents and commissioners, at their final session, refused to commit themselves on the recommendations of the National Advisory Committee calling for a department of education.

A motion was passed by the council requesting the Washington Bicentennial Association to revise that part of its school program calling for essay and oratorical contests. The motion for the resolution, unanimously adopted, was supported by eight commissioners and superintendents in arguments pointing out that they would not sponsor a competition of this kind because the perspective of Washington should be studied without any notion of prize winning.

One session was devoted to the work of national

and state surveys, committees, and other organizations. Dr. Leonard V. Koos, associate director, National Survey on Secondary Education, outlined the progress of this survey.

These studies include the organization of schools and districts, the secondary school population of the country, certain administrative problems and the curriculum and related activities.

Because of the inadequacy of \$225,000 set aside for the survey to make a study of high schools in all respects, it was decided to study chiefly those schools making promising innovations in practices, he explained. The investigation has proceeded satisfactorily, Doctor Koos explained, has enlisted the cooperation of hundreds of thousands of superintendents, principals, teachers, students and parents, resulting in a mass of data to be published in 1932.

Student Body Presidents Will Meet With N. E. A.

When the National Education Association holds its next annual meeting, a new group known as the student body presidents will take part.

This group, which includes the presidents of the student bodies in secondary schools, was organized at the Los Angeles convention. The idea first had its origin in the high school at Sapulpa, Okla., when thirteen student body presidents met on November 24, 1930, for the purpose of forming an organization within the Oklahoma Central Conference District.

The five objectives of the organization are: to establish a medium for exchanging ideas relative to student activities of both extra and regular curriculum; to organize high schools into a closer relationship for the purpose of becoming acquainted with the activities and progress of other schools; to acquaint the leading educators with the activities of youth and to obtain any data for the pupils that the administration might desire; to mold a closer relationship between pupils and the administration; to work toward international good will by international correspondence and by the exchanging of information and ideas.

Warren E. Schuell, Sapulpa High School, Sapulpa, Okla., is president of the organization.



IN TODAY'S SCHOOL

Education has outgrown the blackboard and the oral lesson. Now the Mimeograph supplies with speed and economy those lesson assignments, graphic problems, outlines, maps, laboratory data, room programs, office forms, etc., which modern teaching must have. Write, type or draw on its stencil sheet and thousands of clean-cut duplicates are ready within the hour. » » For particulars, address A. B. Dick Company, Chicago—or see classified telephone directory.

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News of the Month (Cont'd)

Special Conference Discusses Rural School Finance

A conference to discuss the most advantageous unit for organization and administration of education in rural areas was held at Teachers College, Columbia University, New York City, December 18 and 19.

The conference discussed the type of administrative unit which is best from the point of view of pedagogical efficiency, financial economy, and general community interest and welfare. Tentative plans were made for attacking problems involved in rural school organization and administration.

Nationally known economists, research specialists and authorities on school finance and rural education were in attendance.

Randall J. Condon Dies—Forty-Five Years in School Work

Randall J. Condon, nationally known educator, died on December 24.

Mr. Condon, who was sixty-nine years old, had devoted forty-five of those years to the development of education. His first school position was as principal of the Richmond High School, Richmond, Me., and his last as a field worker for the National Advisory Committee on Illiteracy, a position he held at the time of his death. Between those two he had held many important offices: superintendent of schools, Cincinnati, from 1913 to 1929; president, Department of Superintendence, National Education Association, 1926; vice-president, National Congress of Parents and Teachers, 1926, and delegate to the Geneva convention of the International Education Association in 1929.

Junior College Heads to Meet in Richmond, February 19-20

The American Association of Junior Colleges is to hold its annual meeting in Richmond, Va., February 19 and 20.

The dates of the meeting are so arranged that delegates and visitors can take advantage of the special railroad rates to the meeting of the Department of Superintendence in Washington, D. C.,

February 22 to 26. Richmond is only about three hours from Washington by train or bus.

A splendid program has been planned. Special emphasis will be placed on the curriculum and administrative problems of junior colleges. Divisional luncheons, one for public and one for private junior colleges, have been scheduled.

Doak S. Campbell, Peabody College, Nashville, Tenn., is secretary of the association of junior colleges.

New York State Principals Hold Holiday Meeting

The Associated Academic Principals of the State of New York held their forty-seventh annual holiday conference in Syracuse, December 28, 29 and 30. Meeting on the same dates were the New York State Science Teachers' Association, the Educational Research Association of New York State, the New York State Vocational Association and the New York State Elementary Principals' Association.

South Carolina Raises Teachers' Educational Standards

Higher standards of education for the issuance of certificates to teachers in South Carolina have been adopted by the state board of education. They are to become effective July 1, 1934, and will supersede the requirements which have been in force since 1925.

Progressive Association Will Meet in Baltimore, February 17-20

The twelfth annual conference of the Progressive Education Association will be held in Baltimore, Md., February 17 to 20.

Members of school boards, trustees, superintendents, teachers and heads of public and private schools will contribute to and participate in the discussions. Only two formal addresses have been scheduled: one, "Have You Studied Your Lessons?" by Dr. Hughes Mearns, New York University, New York City, and the other, "Dare Progressive Education Be Progressive?" by Dr. George S. Counts, Columbia University.



Fully Recessed Fountain for Corridor Installations

THIS is a completely recessed wall Fountain. Its splendid proportions and deep well, provide convenient drinking facilities at all times. Unhesitatingly, people drink quickly from this Modern Unit. Installed flush with the wall, it offers no obstacle to the free movement of goods or people. Manufactured of gleaming china, in white or colors, its striking beauty encourages wholesome, healthful drinking. Exquisitely styled, it lends a practical charm to the finest interior.

Equipped with the Famous Century Automatic Bubbler, it is undoubtedly the most efficient in all America. The unique Century invention, maintains at all times, regardless of fluctuating water pressure, a normal, wholesome drinking stream. Sudden, splashing gushes of water have been definitely eliminated. The unsanitary, inconvenient trickle is unknown. Each turn of the handle produces a clean, wholesome drink!

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THE ideal school of course is characterized by smooth running efficiency. Too bad if a sticking door should cause a hundred or a thousand irritating moments a day in an institution where every other detail approached the ideal. Rixson Adjustable Ball Hinges besides being remarkably smooth-acting and husky are *adjustable*. Between classes a janitor with a screw driver can raise or lower a door without demounting it.

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News of the Month (Cont'd)

Dates Are Set for Annual Junior High School Conference

The eighth annual Junior High School Conference will be held at New York University on March 18 and 19. The central theme of the conference will be: "Improving Junior High School Instruction." Two general sessions, on Friday evening and Saturday morning, will be followed by some thirty round tables related to the central topic.

The regional character of the conference makes it one of the most important of its kind in the country. In 1931, upwards of 2,000 attended it. The following states took an active part in the conference as revealed by talent and individual attendance: New York, Pennsylvania, New Jersey, Connecticut, Delaware, Maryland, Rhode Island, Massachusetts and Ohio.

Denver Judge Gives Decision in Waldman Case

On December 28 a judge in Denver handed down a decision in the Waldman cafeteria rail case saying that the claim of the complainant that the invention of 1916 constituted a patent was erroneous and that the alleged device did not rise to the dignity of an invention. The judge awarded the decision in favor of the Waldman Cafeteria Company.

The immediate effect of this decision on school cafeterias should be that no money should be paid to claimants until the alleged holders of the patent are able to establish a valid case, which they were not able to do in the Waldman case.

Institute of Adult Education to Meet in Spokane

An Institute of Adult Education will be held in Spokane, Wash., April 6, 7 and 8, under the auspices of the Inland Empire Education Association, an organization which draws its membership from Idaho, Montana, Oregon and Washington.

The institute will be conducted in round tables, by discussion groups from the various agencies of formal and informal adult education whose leaders, national and local, will be in attendance.

The adult education movement in its several aspects, its agencies, methods, purposes, instruments and trends will present the problems the institute will consider.

The committee of the Inland Empire Education Association in charge of calling the institute are Prin. James A. Burke, Spokane, Supt. L. C. Robinson, Sandpoint, Idaho, and the chairman, Dean Rhoda M. White, Spokane.

Noise Imperils Educative Process Recent Report Shows

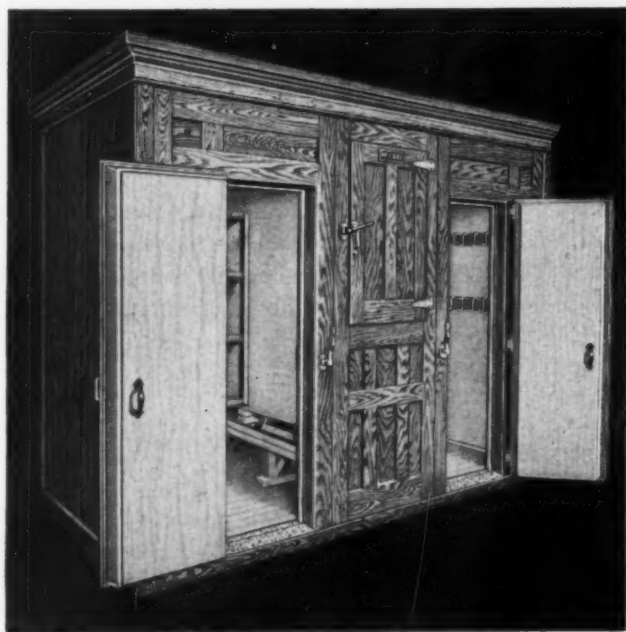
The education and future prospects of nearly half a million children in New York City are lessened by noise, according to a report issued lately by the noise abatement commission.

"A survey of noise conditions faced by the 846 public schools and annexes listed in the 1931 directory of the board of education," the report stated, "revealed that in 30 per cent some classrooms are made almost useless by noise. Since the total evaluation of such school properties is \$500,000,000, and the 1931 appropriation for public schools was \$146,338,000, we may roughly estimate that some classrooms are made almost worthless by noise in schools worth \$150,000,000 and costing the city \$43,901,400 yearly. Though described by principals as being so unsuitable for school work that they are practically worthless, most of such classrooms are still in use.

"In 44 per cent of the schools the noise interferes appreciably with the work, retarding the development of the pupils. Since the total enrollment is 1,085,000, the education and therefore the future prospects of 477,400 children are lessened by noise. Through their indifference to the problem of noise abatement, the people of New York City have allowed noise conditions to reach a point where they menace the future of our city because they impede the education of our coming citizens.

"A previous survey, which indicated that 80 per cent of the hospitals in Greater New York are surrounded with noises that retard the recovery of patients, revealed traffic and especially trucks as the principal offenders against our sick and unfortunate. The present investigation again indicts traffic and especially trucks as the principal noise offenders against our children. Of the 347 schools injured by noise, 318 complained of traffic and over 175 specifically mentioned trucks."

A McCray Cooler for General Storage



McCray cooler No. 171 is 10 feet wide, 5 feet deep and 8 feet high.

TO KEEP reserve stocks pure and wholesome in their original freshness and flavors, McCray model 171 affords generous storage space and thorough refrigeration in every compartment. Efficient in service because soundly built with McCray quality materials and McCray craftsmanship in every hidden detail. Compartment at right is equipped with shelves, meat rails and hooks; compartment at left has shelves.

Remember, there are McCray refrigerators for every purpose—styles and sizes to meet your particular needs. Send coupon now for catalog and details; no obligation.

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Neat
Practical
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No. 31MQ3

This garment is especially adaptable for school cafeteria or school lunchroom service. Its simple yet neat design gives waitresses and serving girls a smart, attractive appearance. It is easy to slip on and has a reversible front, which turns under when soiled, giving the appearance of a fresh garment.

They Wear and Wear

The material is long wearing, medium weight white muslin. These dresses have snug-fitting collars, full lapels, roomy pockets, extra-wide overlaps and deep bottom hems. No buttons whatever. Belt openings and all strain points are strongly reinforced to give Angelica Reversible-Front Dresses the longest wear and make them the greatest value you can obtain in the line of service uniforms.

Angelica Dresses are made by the makers of quality uniforms for hotels and restaurants for over half a century. Write our branch nearest you for catalog showing this and many other suitable styles.

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ANGELICA UNIFORMS



In the Educational Field

DR. ALBERT LEONARD, superintendent of schools, New Rochelle, N. Y., died on December 5. He had only recently retired from office. DOCTOR LEONARD had been head of the New Rochelle schools for nearly twenty-five years. The Central Junior High School of New Rochelle has been renamed as a memorial to him.

THE REV. CHARLES LINSKEY, formerly diocesan superintendent of schools, Detroit, died recently.

ROBERT C. CLOTHIER, dean of men, University of Pittsburgh, will assume the presidency of Rutgers University on March 1, succeeding DR. JOHN M. THOMAS, who has resigned.

HARRIETTE TAYLOR TREADWELL, who has been a school principal in Chicago since 1905, died recently. MRS. TREADWELL was one of the city's best known educators.

BETTY BAIRD has been appointed assistant superintendent of schools, Clinton County, Pennsylvania, succeeding DOROTHY OVERDORF, who resigned to accept a position in the schools of Nutley, N. J.

JOHN DIETRICH, for nineteen years superintendent of schools, Helena, Mont., died recently at the age of seventy-three. R. O. EVANS has been named as MR. DIETRICH's successor.

FRANK L. SMART, superintendent of schools, Davenport, Iowa, is the newly elected president of the Iowa State Teachers' Association.

W. HOWARD PILLSBURY, superintendent of schools, Schenectady, N. Y., has been elected to the board of regents, New York State, to succeed ERNEST C. HARTWELL, superintendent of schools, Buffalo, N. Y.

VIRGIL MORES HILLYER, headmaster, Calvert School, Baltimore, since 1899, died December 20 following a surgical operation. MR. HILLYER was a leading authority on child instruction.

LOUISE C. STANLEY, principal, Stanley School, and identified with the public schools of Swampscott, Mass., for nearly forty-four years, died recently. BLANCHE DOYLE, principal, Clark School, succeeds MISS STANLEY.

CARL W. RYBERG has been elected superintendent of the Petersburg Consolidated School, Petersburg, Minn., succeeding F. L. MCCREARY, resigned.

IRENE TAYLOR HEINEMAN has been named assistant state superintendent of public instruction for California. Her headquarters will be in Los Angeles.

W. OLIN LOWE, assistant superintendent of schools, Los Angeles County, California, for the last twenty-one years, died on December 15. He had been engaged in school work for forty-six years.

JESSIE M. FINK, principal, Buchanan School, Grand Rapids, Mich., and noted educator, died recently. She served in 1924 as president, department of elementary school principals, National Education Association, and was active in the work of the World Federation of Educational Associations.

MILTON J. FLETCHER has resigned as superintendent of schools, Jamestown, N. Y., after an association of thirty-three years with the Jamestown schools, thirteen of which he spent in the superintendency. His resignation will become effective August 1, 1932.

FRED S. SHEPHERD, superintendent of schools, Passaic, N. J., will retire at the end of his present term of office, August 31, 1932, according to a recent announcement.

C. L. MOSS is the newly elected superintendent of schools, North Tonawanda, N. Y. MR. MOSS, who was formerly principal of the high school in North Tonawanda, fills the position left vacant by the death of DELMER E. BATCHELLER.

DR. MELVIL DEWEY, founder of the American Library Association, died on December 26. He was eighty years old. DOCTOR DEWEY was widely known as the inventor of the decimal classification system used in libraries.

JEROME A. HIGGINS, Boy Scout executive, has been elected principal, Derby High School, Ansonia, Conn., succeeding the late EDWARD J. COSTELLO.

ULYSSES GRANT WHEELER has expressed a desire to retire as superintendent of schools, Newton, Mass., at the end of the present school year, and the Newton School Board is seeking a successor. MR. WHEELER is approaching his seventieth birthday.

HAZEL M. BELLEGARDE is the newly elected superintendent of schools, Wallington, N. J.

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Scientifically Hardened and Tempered Blades, For Life-Time Cutting

Schools are enthusiastic in praise of these smooth and easy-cutting scissors. Made of genuine solid steel, fully nicked. Accurately assembled with steel screw to keep the blades in proper alignment. Special drop forging, heat tempering, and grinding assure lasting service so essential in school work. Every pair fully guaranteed.



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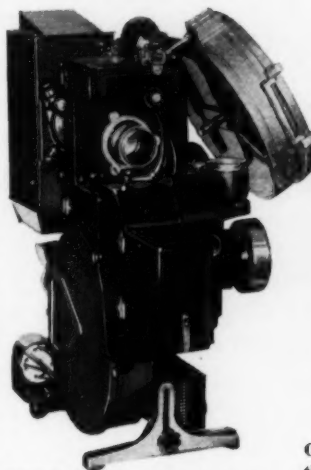
As to the equipment, I certainly want to take my hat off to any man who can design equipment that runs as smoothly and sounds as good as this does. It is 100% perfect.”

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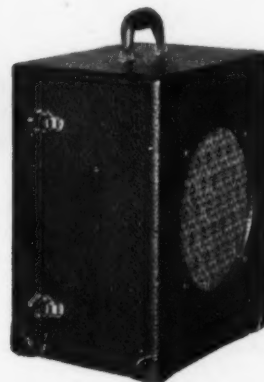
“I heard other portable sound equipments, up to more than double the price, and I must say, truthfully, that results with the HOLMES were so far superior that there is no comparison.

Dialogue clear and distinct, no muffled tones and one very noticeable feature, there was no rushing or roaring of sound reproduction.”

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HOLMES Silent Projectors now in use can be equipped for sound-on-film at small cost.



Complete outfit—which includes everything for reproducing sound-on-film talking pictures, ready to run.

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WE WILL MAIL YOU A FOLDER

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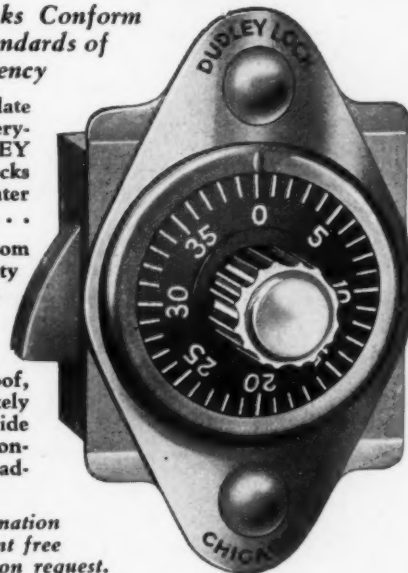
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Simplifying Motion Picture Projection

The tendency to simplify operation and to decrease the mechanical distractions of motion picture projection has characterized the recent changes made in projectors. The new Filmo Model J projector made by the Bell and Howell Company, 1801 Larchmont Avenue, Chicago, has incorporated a number of changes of this nature.

The base of the machine has been made large enough to hold a transformer, allowing alternating or direct current to be used, and is of sufficient weight to act as a stable foundation. The voltmeter dial on the upper surface of the base is illuminated so that a constant check may be



This compact and convenient projector can with various lenses be used in an auditorium seating 2,000 or in the ordinary classroom.

kept on the line voltage without turning on the room lights. A tilt control knob for adjusting the angle of projection, and a disappearing, built-in pilot light that gives enough illumination to change reels are also on the base.

The automatic rewinding of reels is made possible by the new gear drive of the reel spindles. The gears are entirely encased, thus eliminating all moving belts or chains. The fin type of lamp house makes it possible to use a lamp of high power without overheating the housing. A light trap is contained within the lamp house to prevent the escape of stray illumination which cuts down picture brilliance. Greater brilliance and more

uniform illumination have been accomplished by a new reflector that has focusing and lateral adjustments, and by the Cooke 2-inch f 1.65 lens which allows considerably more light to pass than the lens of smaller opening.

With a selection of lenses this outfit may be used in an auditorium seating 2,000 persons, or in the ordinary classroom. It uses 16 mm. films and requires neither a special fireproof booth nor a licensed operator to run it.

New and Improved Accessories for School Cafeterias

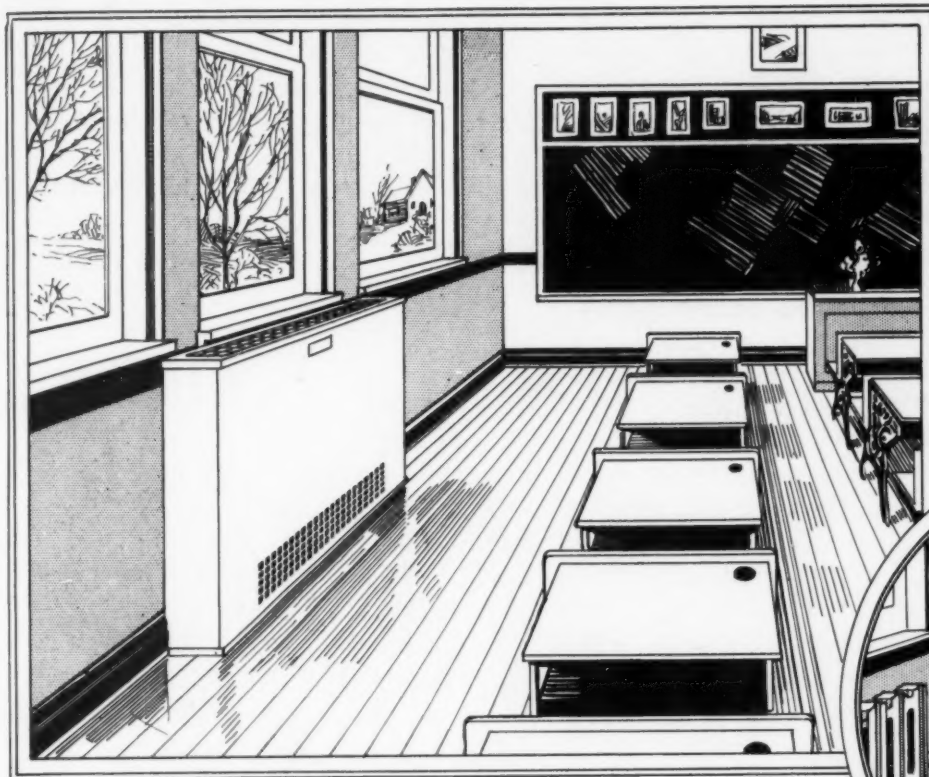
One of the first considerations in the design of cafeterias is the arrangement of counters and displays so that no waiting line will form. Service from the kitchen to the display tables and from there to the customer's tray must be handled expeditiously. This same rapid handling should continue at the checker's and cashier's stands until the diner is out of the serving line.

The Burroughs Adding Machine Company, Detroit, has a new tray checking machine that was designed for the purpose. It is 14 inches high, and has a base of 12 by 17 inches. This height should not seriously obstruct the checker's view,

Tray service in the school cafeteria will be expedited by the use of this improved type of tray checking machine.



and the small size of the base should make its installation easy. Since the machine is electrically operated, there should be an electric outlet near the checker's desk. It has an adding machine type of keyboard, with space for the day's menu be-



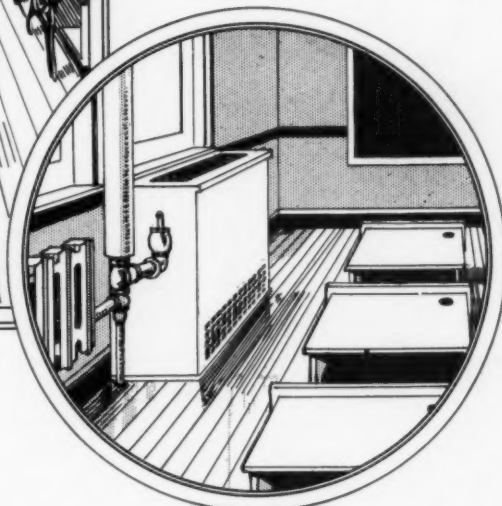
No Cold Drafts

•••
More

Aisle Space

•••
Improved

Appearance



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THE DOUBLE DUTY DE LUXE SERIES 900 HEATOVENT WITH AIR STREAM MINIMUM OUTLET TEMPERATURE CONTROL—

*The greatest improvement in Unit Ventilators
since the introduction of the Unit System*

Air stream control definitely eliminates cold drafts, for air cannot enter the room below 65°.

The Double Duty De Luxe Buckeye Heatovent, Series 900, is only 32" high and requires only 8" aisle space.

All steam, return, electric and temperature control equipment and connections thereto are completely enclosed within the casing of the De Luxe Heatovent.

The Double Duty De Luxe Buckeye Heatovent, with two radiators within the Heatovent, in place of one, is capable of heating the average class room without the aid of direct radiation. The elimination of the direct radiation not only results in a substantial saving but is desirable from a standpoint of appearance.

Catalog will be sent upon request.

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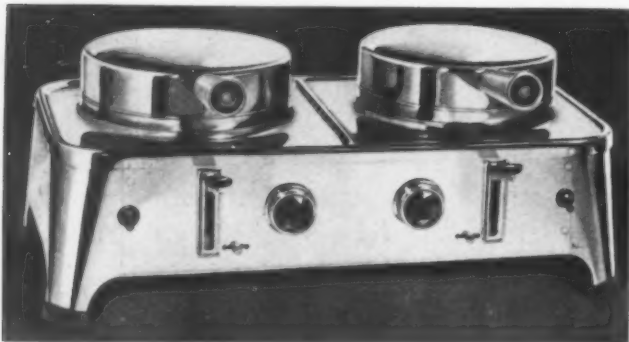
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side the keys for reference, should the price of an item be forgotten by the checker.

A cash drawer is an integral part of the machine so that it may be used when the cashier and the checker are the same person, or it may be used simply as a checking machine. It provides also a detailed check showing the prices of individual items and the total, and each individual total automatically accumulates to form a grand total for the day. Should a carbon copy of all checks be desired, a double typewriter ribbon is used and the record roll is wound into a locked case. Varied finishes are supplied so that the machine may harmonize with its surroundings.

Another piece of equipment that has been improved so that it speeds up service and eliminates waste is the Wafflemaster, an automatic waffle baker, made by the Waters-Genter Co., 219 North Second Street, Minneapolis. An automatic pre-heating device brings the temperature up to the proper baking heat within eight minutes. The baker is then ready for service, and continues to remain at this low temperature until the batter is poured on the grid and the lever pressed to give a high cooking temperature. The time of baking has been reduced to two or two and one-quarter minutes, after which time the low temperature is automatically returned. Waffles are not burned by this low heat, and may be left in the machine a few minutes after cooking is finished, without spoiling. A signal light indicates whether the high or low temperature is on. The Wafflemaster is



The Wafflemaster speeds up service and eliminates waste.

made in a single and double size, has simple straight lines and is finished in chromium plate. It gives an impression of efficiency and cleanliness. One outlet is needed for the single machine and two outlets are needed for the double machine. Ordinary light current may be used.

An efficient and speedy hand operated juice extractor for reaming fruits is made by the Hamilton Beach Manufacturing Co., Racine, Wis. In one operation the Arnold Model extractor presses out the juice and lighter pulp and strains the seeds and heavier pulp. This single operation assures a faster

extraction of the juice than is obtained by electric machines where separate straining is necessary. The first cost of the machine, as well as the upkeep, is comparatively low.

The pressure cap is made of aluminum and the

This efficient hand manipulated fruit juice extractor in one operation presses out the juice and lighter pulp and strains the seeds and heavier pulp.



extractor cone is of monel metal. The drip and extractor cup are bakelite, and the other parts of the machine are made of chromium plate and enamel. The materials used and the construction of the machine make cleaning simple.

The care in the selection of small items of cafeteria equipment often means the difference between good service and excellent service. Attention to details is the thing that carries an originally well designed cafeteria to final perfection.

"Decorative" and "Practical" Describe This New Wall Treatment

A wall treatment that has a variety of decorative and practical applications is being made by Congoleum-Nairn Inc., Wall Covering Division, Kearny, N. J. Sealex wall covering may be applied to any smooth surfaced wall in as diverse locations as the kitchen and the entrance lobby. This divergent application is possible because the material has the practical advantages of economy in installation and maintenance, and the decorative advantage that, when it is combined with other materials, it creates a formal room.

The wall covering is three millimeters in thickness, with colors incorporated in the material, and a surface treated so that it is impervious to moisture or to dirt. It may be applied to any smooth wall surface, such as plaster, or to the various

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their chairs, would they buy on PRICE or wouldn't they be more likely to select the chairs that will give them the greatest comfort and enable them to do a better school-day's work without fatigue?

ROYAL Chairs cost just a few cents more but they pay Bigger Dividends in the health and comfort of your students.

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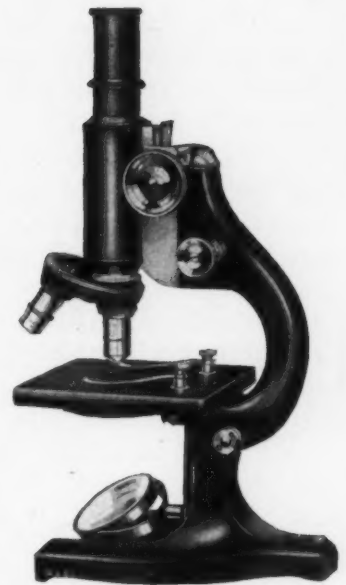
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wall boards, with a noncrystallizing glue. (A special glue has been prepared for cementing this material.) Provided the plaster is steel troweled, only one coat need be applied as a base, thus saving the cost of the two coats of plaster that are needed when a painted finish is used. The wall covering is supplied in rolls that are six feet wide and from twenty-five to thirty yards long. These dimensions make it possible to run a continuous wainscot six feet high or less along a corridor wall, or to cut the material into smaller sections as economic or decorative advantages dictate.

With this large size roll, few joints are necessary in the average room, and those few are of the butt variety, which makes a continuous wall



Sealex has been used effectively in this demonstration kitchen.

surface. The ease with which this material may be cut with a knife facilitates jointing and fitting around moldings. Corners, either reentrant or salient, may be angular or rounded. The rounded reentrant corner is formed with a cove stick over which the wall covering is bent, and the salient corner, having a radius of not less than three inches, is formed in the plaster. The pliability of the material will allow the covering of such decorative features as half or three-quarter round pilasters as well.

This wall covering is sufficiently thick and pliant to withstand average building settlement and plaster cracks without breaking or bulging from the wall. Also, it may be applied to old walls that have cracks.

Maintenance of these walls is limited to washing with mild soap and water to remove dirt, grease or ink stains. Small surface repairs may

be made with a paste composed of the powdered wall covering and a cementing material. This type of repair may be made so that it is practically invisible. Larger repairs are accomplished by cutting a new piece of wall covering to fit the space and then cementing it into place.

The patterns of the wall covering simulate variegated marble in light tones of green, brown, buff and rose, and a dark tone of green that may be used for contrast and emphasis in borders and pilasters. These new patterns in wall coverings used in conjunction with some of the standard "B" gauge linoleums suggest interesting possibilities in room design.

In the cooking suite, either the entire wall might be covered or a wainscot formed around the rooms. The slightly mottled effect of the wall should make a pleasant room, and the fact that it may be easily cleaned and is verminproof assures sanitation.

How Sealex Can Be Used in Corridors

Corridors might have linoleum or other types of floor and base with a wainscot of Sealex wall covering that is either continuous over the surface or broken into sections by V joints to resemble marble panels. If expense will allow a more elaborate treatment, strips of a contrasting color could separate the panels and decorative inserts could be placed within the panel. These inserts might be of an educational as well as a decorative value. The joint between the plaster and the top of the wainscot should be capped with a wood, metal or Sealex molding that is rabbeted out to cover the top edge of the wall covering. Aside from the possibilities in design, there is some advantage in the acoustical properties of this resilient material, which help to eliminate noise in the corridors.

In the school lobby where a certain amount of impressive but restrained decoration is needed, this wall covering may be used. This is especially applicable where economy precludes the use of stone, marble or decorative tile. An appearance of marble may be obtained with this material by the application of lacquer or varnish to the surface after which it is waxed. Many other interesting designs that have the required dignity are possible without resorting to this subterfuge.

Other places where the qualities of this material suggest its use are the cafeteria, the community rooms, the auditoriums and the nurses' suite.

This material used in combination with linoleum is suggestive of many room designs in either a traditional or contemporary style. Interesting new treatments in room design should be possible because the architect need not be hampered by any preconceived or traditional uses of this material.